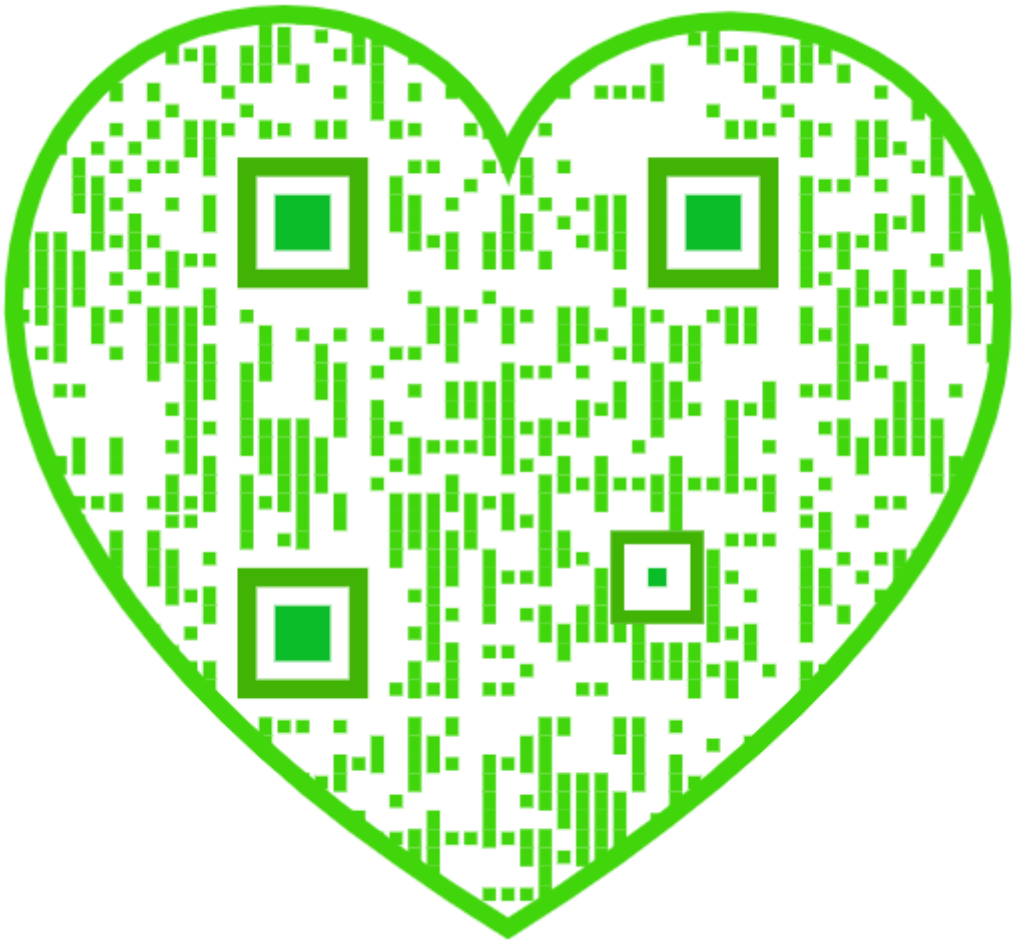
TURNING POINTS IN TEACHING



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Turning Points in Teaching

or

Law Making and Law Breaking in the Schoolroom

by

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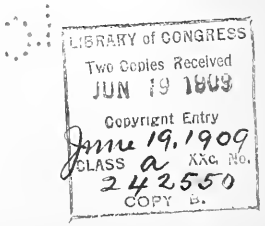

Contents

I.	Fitness for Teaching	7
II.	First Day of School	22
III.	Art of Questioning	33
IV.	Interpreting the Actions of Pupils	41
V.	"Managing the Bad Boy"	56
VI.	"Managing the Bad Girl"	78
VII.	Critical Moments in the Schoolroom	92
VIII.	Blue Monday	104
IX.	What Makes a Teacher Valuable?	116
X.	Practical Child Study	128
XI.	Schoolroom Humor	145
XII.	Characteristic Pupils	160
XIII.	Characteristic Teachers	172
XIV.	Delights in Teaching	187
XV.	Relation of Parent and Teacher	196

I.

FITNESS FOR TEACHING.

THE term "teacher" is hard to define, if in fact it can be defined satisfactorily at all. If we say that a teacher is a person who is a scholar, and naturally adapted to the work of giving instruction; one capable of governing and leading others; one who has tact in management, and quick to see the needs of pupils. etc. — put all these things together, and yet we come far short of a good definition of a real teacher, because there is something in a capable teacher that is indefinable; for it does not make so much difference what a child learns as from whom he learns it. "The world is not starving for need of education half so much as for a warm interest of soul for soul;" for after all the lessons have been said, the effect that remains — that which the child holds over from his school days — will be the view he takes of life, and the way of thinking which he has gained from the teacher.

As yet we have no accurate test of a teacher's aptitude for the work; no way of measuring the teacher's worth but by the results of her work in leading pupils to be stronger in heart and intellect. Only those, therefore, who realize to the fullest extent the magnitude of the teacher's work can ever expect to succeed.

It is not necessary that a person be a Samson in physical strength, a Solomon in wisdom, a Job in patience, or an angel in goodness in order to teach school; yet she must have the qualifications found in these rep-

resentatives, although not in the same degree. This is soon recognized when we remember that day by day and year by year the profession of teaching is being lifted to higher and nobler planes. Teachers are doing better work; they are getting better pay for their work because of its quality; teachers are being held in higher esteem than ever before; school systems are receiving more attention, and the results of the work depend on how well it is performed. There is a great future to the teacher's profession. Benjamin Franklin's mother-in-law urged as an objection to intrusting her daughter into Franklin's hands, that there were "already two printing presses in America," and that there would be no support for the third one — the one which the young, ambitious Franklin was establishing. But could she have looked forward to this time, when every town of five thousand inhabitants has one or more daily papers, the mother-in law would have given her consent to the marriage, saying, "The printing business is the one that has a future to it." So the teaching profession has a great future to it — we are educating, not only for the present century, but for all centuries that are to come. It is, indeed, a sublime thought that those engaged in this great work may influence the minds of future generations.

Scholarship.— The basis for "Fitness for Teaching," so far as can be gained by study, is accurate, well-defined *scholarship*. To teach well, the instructor must be a scholar. We are so full of theories and methods that we sometimes overlook the first great element found in the successful teacher. There in no

substitute for this qualification, and the better education the teacher acquires along with other qualifications, the easier and more congenial will be the work of teaching. There is so much to learn, so much the teacher should know, so much she wishes she knew, as she stands before a class of bright pupils thirsting and hungering for wisdom.

The less a teacher knows about a subject, the more trouble that teacher will have with pupils, while the teacher with a thorough knowledge of subjects has better order and more respectful pupils. The pupil who realizes that the teacher is competent to instruct, has a much greater degree of confidence in her than in one who pretends to be competent.

Scholarship does not mean a mind crammed full of questions and answers; mental faculties are not developed in that way. By a scholar is meant a learner; she knows some things well, and has the ability and inclination to learn more; she is earnest and faithful in the pursuit of more knowledge; she recognizes her need of more thorough training of her faculties. A normal school alone can not do this work for the teacher, neither can the college or university.

The person herself must do it; must grow constantly. Better be a growing teacher of very moderate attainments than one of finished growth with large attainments. The teacher who has ceased to be a student has lost the greatest power; for growing out of indefinite knowledge comes indefinite teaching, and this is one of the causes of many failures in the schoolroom. Facts must be made clear; illustrations well chosen; the language well fitted to the abilities of

those being instructed. Unless care is taken, there will always be some in the school who will miss valuable points in the instruction. A little girl returned from school one evening, and during a conversation with her mother she said, "Our teacher asked us such a queer question to-day." "What was it?" queried her mother. "While we were in the music class, she was drawing things on the board,— little round things, with tails to them,— and asked us, "*How many turnips in a bushel?*" "That," said the mother, "was a strange question to ask in the music class. When I see the teacher, I will ask her about it." When the mother saw the teacher, a little while afterward, she said, "My little girl did not know what you meant by asking the class how many turnips were in a bushel." The teacher looked surprised, and said, "I do not remember of asking that. I did ask, 'How many beats in a measure?'" Evidently the little girl meant all right, but the question was indefinite to her, or she was mixed on the terms, "bushel and measure."

It is not everyone who is well educated that possesses the power of either imparting knowledge or training the minds of others. To say that one who is well taught as a student will be able to teach well, is equivalent to saying that one who has been *well doctored* could begin the practice of medicine, or to say that anyone who has felt the power of the law could begin the practice of law. A good education is a valuable thing to acquire, and without a considerable amount of knowledge a teacher can not be successful.

Thousands of young women pass excellent examinations and graduate from these colleges as competent

teachers. They are undoubtedly well educated as far as books are factors in education; but the man or woman who intends to make teaching the young a profession needs many other qualities besides a knowledge of books. There are *special powers* which belong to the teacher that enables her to be master of the situation. One of these special powers found in the successful teacher is *tact* — that peculiar faculty or power which tells the teacher the best thing to do in accordance with the circumstances. It is a kind of intuition, or power of knowing what to do. The teacher who possesses this faculty is able to manage a school properly from the very first. He is a born teacher who goes into the schoolroom well equipped with tact. This power is distributed in different degrees. Some have received ten talents, some five, others only one. A teacher of *tact* will be ready for all emergencies.

A Texas teacher walked into his schoolroom one morning, and found written upon the blackboard this sentence: "Our teacher is a mule." He said nothing, but took a piece of chalk and wrote after the sentence the one word, "driver." That was tact, and he found nothing more after that on the board. *Tact* may not mean to act at once, but includes the idea of deliberation, for it is not best to act hastily.

There was a surgeon in the French army who was called to the side of one of Napoleon's officers that had been seriously wounded. An important artery had been severed, and his life-blood was rapidly ebbing away. The surgeon looked at the wounded officer, and waited half a minute before doing anything to stop the flow of blood. Those about him were violent

in their denunciations of his stupidity because he did not act. A half minute is a long time when a man's life is trembling in the balance, and it seemed to the bystanders that he had waited ten times as long as he really had. At the end of the half minute he went to work, and before another half minute had elapsed the blood was stopped; the operation had been successfully performed, and the man's life saved. After the surgeon was through, an officer asked him why he waited so long before performing an operation. His answer is worthy of permanent record: "I took time to be certain that what I did was the right thing to do. I knew that the man had a minute to live, and I was determined to take half that time to decide what was the best thing for me to do." Had the surgeon acted hastily, the officer would have died.

Many instances occur in the schoolroom where deliberation is necessary. The old mariner declared that he had better wait a day in the docks to have the machinery examined than to break down in midocean. So the skillful teacher will always know that that which he does is the best thing. Sometimes the best thing to do comes like an inspiration, but more frequently it is necessary to consider before acting.

The true teacher not only has a fair knowledge of the branches to be taught, but his knowledge extends to human thought and human action. There are certain underlying principles which must be studied and understood in order to produce evident results. In training children, nature must be followed. Schools should be made the center of mind culture, just as gardens are the center of fruit culture. The success-

ful farmer studies the soil ere he plants the grain. He knows he can not make all soils produce alike, and the farmer who puts his corn and wheat and beans all through the same process for food, we would think did not know much about successful farming; yet he knows vastly more about farming than the teacher who attempts to educate and discipline all children in the same manner. Children are not all alike; all can not learn the same thing with equal facility. Some have abilities in one direction, some in another, some with no apparent special abilities; but this latter may be because we do not know them well enough. There are abilities all about us that are never touched, and teachers are slow sometimes to detect the hidden powers in children, and hence a free and full development is hindered. Many of America's leading people in politics, business, society, etc., were slow in school work, and only needed opportunity to develop their strongest powers.

A veteran railroad conductor tells that one morning just before the Civil War, as his train had stopped at a little station called Brandy, and was about to start again, a boy of fifteen approached him, and said, "Are you the clerk of the train?" The conductor looked at the boy, who was dressed in a butternut suit and home-made wool hat, and replied, I am the conductor; what do you want?" "I want ter go ter Washington City," said the lad, in his peculiar vernacular. "Well, get aboard," said the conductor, at the same time indicating that the boy was to go up the steps into the car. The lad climbed the steps, carrying an old-fashioned carpet bag and a faded umbrella, set the bag

down, and rapped on the door. When he rapped the second time, a wag on the inside said, "Come in!" There were at least fifty passengers in the car. He began at the front seat, shaking hands with every one clear to the back end, and asking each, "How d'yr do?" and then, "How's yer folks?" It was great fun for the passengers — a regular circus. The boy lived forty miles back in the country, and had never seen a train before. "When he stepped off the train at Washington," said the conductor, "I felt sorry for him; I could not see how a boy who knew so little could ever get along in a city like Washington. But — will you believe it? — that greenhorn of a boy grew to manhood, and is a leading merchant to-day in the Capital city, and is worth $200,000.

The individuality of children ought to be recognized; the hidden abilities ought to be sought out and encouraged and cultivated. A boy in school was an expert in arithmetic, but cared nothing for geography and grammar. His teacher, in order to bring him to take an interest in the two latter subjects, took his arithmetic from him, and declared that he should not see it again until he could learn to take an equal interest in the other subjects. With pain, amounting to anguish, he saw his grade promoted to the next room, while he was bound down to two branches of study in which he could take no interest. Sickness followed, and his parent took him from school. He was crippled in his work, in his development; it was indeed a calamity from which he never recovered. If a young tree be bound down in such a way as to hinder development and proper growth, but when older be

given full freedom, it could never be a perfect tree; and yet the tree is not to blame for its crookedness any more than the boy that is thwarted in his progress by some teacher or parent who has not a profound knowledge of child nature. This is an age of specialties, and children ought to be encouraged in their special abilities. Child study is a branch which is yet in its infancy. The power of natural instinct can not be denied. "The tastes of the boy foreshadow the occupation of the man," and the proclivities of men and women are generally manifest in youth. A great many people to-day make a living by their weakness, and not by their strength, because their youthful tendencies were not recognized or developed, or else were smothered by their parents who desired their child to be something else.

It is said of Dr. Watts that his father was determinded to whip the tendency to write poetry out of the boy. When the father raised the ferule to strike, young Watts cried out: —

> "O father, spare my skin from pain,
> And I'll never make a rhyme again."

Lessing, in his poem, describes a man who will always be an inferior workman because he was mistaken in his calling. He says of him: —

> "Thompkins forsook last and awl
> For literary squabbles;
> Styles himself poet — his trade remains
> The same — he cobbles."

Flexible Disposition.— There is an element that enters into the make-up of a good teacher, and perhaps

has as great an influence in making one a power in the schoolroom as anything else,— a *kind, flexible disposition.* A cheerful disposition brings sunshine into the schoolroom, and the children turn to such a quality as the flower does to the sunlight. Smiles are powerful agents in the schoolroom. On the other hand, one of those staid, unbending creatures who never smiles, lacks one of the chief elements to make a good teacher. Someone tells of a teacher who opens his school every morning by singing —

"Hark! from the tombs of a doleful sound."

He cut out obituary notices from papers, and read them to his pupils; he read only from Lamentations, saying it was the only inspired book. Such a nature could never help to develop in children any pleasing qualities.

I have noticed that the teacher who is forever preaching piety to his pupils, but who can not keep order, which is "heaven's first law," is of all teachers the most likely to drive pupils away from what is good and right. There is an idea current among certain classes of teachers that a dignified bearing and a solemn tread are the indispensable props upon which their reputations rest. To have a good, hearty laugh in the schoolroom seems abhorrent to them; and while a teacher should not be an acrobat or clown in the schoolroom, yet there is power in the right kind of fun connected with school work. Children naturally are drawn to a kind, genial disposition. When a little girl came to a street crossing where there were many teams passing, she feared to cross, and turning to a crowd

of men who stood on the street corner, she looked at each of them for a moment, and then approached a sunshiny old gentleman, and putting up her arms said, "Please carry me across the street."

The habit of good nature, if not inherent, can be acquired, and should be cultivated especially by those who teach children. If the teacher is cold and formal, the pupils soon take on the same characteristics; but if the teacher is cheerful and pleasant, then the glad light of a happy heart is reflected in every face.

On the heights of the Andes is found Lake Titicaca; about it are found a dozen or more smaller lakes, whose waters rise and fall with those of Lake Titicaca. When this lake is full of water, every small lake near is full of water also, the water in the smaller lakes rising and falling with that of the large lake. So in the schoolroom, the teacher controls the feelings of the pupils by her manner. If she is dull, how soon the same feeling takes possession of those whom she instructs; and if she is cheerful, the same glad light of a happy heart is reflected in every face under her instruction.

Confidence.— The element of confidence has much to do with the work of teaching to make the work a success.

Perhaps more failures in the schoolroom are due to the lack of confidence than anything else. Confidence helped Columbus discover America; it gave us the Declaration of Independence and Independence itself. It was confidence that made Henry Clay a great statesman, Grant a great general, Beecher a great minister, and thousands of people successful

in their chosen lifework. Many persons who have scholarship and other qualifications found in the true teacher, are deficient in this important one. Confidence can be acquired, and any teacher who lacks this power in a strong degree should exercise any ability in that direction, so as to grow stronger. A teacher who lacks confidence in himself never does his best; he is crippled in his instruction by a fear of not doing things right, or with the fear that he is not doing the best thing.

As the petals of the rosebud, under the guidance of nature, expand and burst into the beautiful colors of the rose, so the immortal minds with which teachers have to deal, led in their natural way by those who are confident of their own powers, can be developed into the highest possibilities.

To-day, more that ever before, the fact must be recognized that the teacher is the school. One might have a Windsor Castle for a schoolhouse, lawns and forests as beautiful as those on the Isle of Wight for school grounds, with all the apparatus found in a large city, and put ignorance behind the desk, and there can be no school. Teaching to-day means ability, scholarship, application, confidence, perseverance, and development. Teaching is not all poetry, but the teacher who labors as if the fate of the whole world depended upon her efforts, and who watches the children under her care develop into noble men and women, experiences a delight peculiarly her own, and will finally be rewarded.

With the greatest care, and after years of careful training, some children will disappoint those who have

been their instructors. A fine statue was being hoisted into its place on a lofty pedestal. It was a valuable piece of sculpture, the fruit of patient and skillful work, and an object of great interest. Careful, confident men were employed to fix it in position; but just when they had raised it to a level with the top of the shaft, the chain broke, the statue fell, and the labor of years was dashed to pieces in a moment. They examined the chain. A single link had yielded. All else was sound, but the crowning work of a lifetime had perished by the breaking of the one link. The teacher's work in some respects is akin to that of the sculptor. She seeks to mold young character until it is fit to stand in an honored place. Just as she has lifted a young life to that point where it should take its permanent place, a link in a child's training snaps, and the teacher's labor is lost. But how often the teacher is delighted to see her efforts rewarded by some of her pupils' excelling in the higher walks of life — achieving successes because of the careful training and useful instruction she gave them while in school.

Self-Control.— Another element of the successful teacher is self-control. At each moment of the teacher's life she is either a queen or a slave. As day by day she lives on in hopeless subjection to her environments, she is a slave; as day by day she masters opposing elements within herself, and becomes master of her surroundings, she is a queen, and is worthy to be called a competent teacher. Self-control is partly inborn, and comes partly from early training. Some girls are inclined to give way to violent weeping when something goes wrong; they are unable to con-

trol the emotional nature. Boys sometimes slam doors, break into fits of temper, talk loud, act boisterously; in their weakness they become the creatures of circumstances. These things come about because of a lack of self-control in their early training. According to a little girl's testimony, humanity is improving along that line.

Two distinguished literary men were one day discussing certain peculiarities of our modern youth, when one of them remarked, "There is no more emotion among children. Mine read books over which I used, at their age, to weep; but they are apparently unmoved." The twelve-year-old daughter of the speaker sat near by, drinking in the discussion. At this point she felt it necessary to defend her class.

"You are entirely mistaken, papa," she interpolated, with some feeling. "It is not that emotion has gone out; it is that self-control has come in."

No one needs to possess the power of self-control to a greater degree than the teacher. When she begins her school work, she must expect some criticism, for no one in public life can escape it. The temptation to use strong language is sometimes very great in view of the suggestions she receives; and yet it is far better for the teacher to summon her self-control, and answer by silence. If the teacher is to stand as an exemplar of self-control, her pupils must witness instances of it in her school work, especially in the management of children. Not only must the teacher control herself, but teach her pupils self-control. Phases of school discipline are ever before the teacher. A principal in a graded school said Miss S—— was

a good driller, her pupils liked her and they passed fair examinations; but in the twenty years they have taught together she never sent a class to the principal that he could trust, and it took a whole year's training to counteract the laxness shown when the pupils came from her room.

No class is well-governed who will take advantage of a teacher when her back is turned. It is not enough to tell pupils they *must* be trusted. They must be taught what honor means, and trained in things honorable.

II.

FIRST DAY OF SCHOOL.

This is an age of teaching. Hundreds of young people are anxious to teach school. During their school days, they have seen the bright side of the teacher's life; they have observed that the teacher's work is pleasant, so far as they can understand it, and to be associated with children day after day, something desirable; they have noticed that the teacher, worthy the name, is foremost in society, in church work, and in young people's meetings; and these facts stimulate many of the young in the preparation for teaching. A young person, ambitious to enter the profession, attends an examination, passes it fairly well, and receives a certificate to teach. This ordeal over, there is no rest of mind or body until this young person is elected to teach some particular school. She supposes after obtaining a position she would be happy, but awakens to the fact that now she has something real to worry about. She worries, fearing she will not be successful; her worries, however, are forebodings merely, founded on her own imagination of difficulties that she may never meet. This teacher begins to look forward to the first day of school with many misgivings; she hopes to make a good beginning. Experienced teachers have told her that the success of the year depends largely upon what is done the first few days; in fact, it has become an

axiom among teachers that the "first day of school" is the most important of any single day during the term. The impression the teacher makes upon the children during the first hours of her acquaintance will be lasting: if unfavorable, it will take months to overcome the evil influence; if favorable, they will be a continual blessing. The quick perception of children leads them to detect a fault or virtue in the teacher very quickly.

While young teachers, especially, look forward to the first day with mingled feelings of fear and pleasure, and with an enthusiasm that knows no bounds, they very often fail to recognize the simple conditions which are necessary to make the opening day a success. It is the design of this chapter to designate in a simple manner the essential work of the "opening day of school."

Be Prompt.— The teacher should make it her duty to be the first at the school building on the opening day of the term. If she arrives late on the first morning, she will place herself at a serious disadvantage with the children. They will come early expecting to find the new teacher there to bid them a welcome. A teacher who goes late to school even once a week can not very well enforce the punctual attendance of pupils. When the hour arrives for calling the school together, the teacher should *be prompt* in that also. Children are quick to notice any failure or readiness to act on the part of the teacher. She who moves in a hesitating or an uncertain manner, showing any indecision in action, will fail to secure the confidence and admiration of pupils. On the other hand, children

admire the teacher who knows what to do, and does it on time.

In recitations, the teacher must be ready and prompt to assemble the class. The teaching should be animated and interesting. Nothing so completely demoralizes a school or makes a recitation so worthless as the teacher who is dull and incompetent.

In dismissing for intermission, or for the day, the same punctuality should be exercised. Some teachers make a virtue of keeping their pupils beyond the required hours; but if those teachers were punctual in all duties of the day, there would be no necessity for prolonging the time after the regular hour for dismissal.

Be Courteous.— This does not mean that the teacher shall be effusive in her greetings of pupils, but pleasant and affable. If the teacher can not act pleasantly the first day of school, she had better remain away. All teachers should enter the schoolroom with a bright, happy face,— one that is worn when they meet a number of congenial friends, for that is just what the children ought to be, and they should be greeted with as much grace of manner as would be shown a number of distinguished guests in a drawing-room.

The teacher should strive to create a home-feeling in the schoolroom, and to be as courteous to pupils as to nearest friends. Teachers should never make an effort to become familiar with their pupils. Children do not like sentiment, but enjoy being treated kindly. Many teachers have failed because of familiarity with pupils. There is an old saying that "familiarity breeds contempt," and it is nowhere so

true as in the schoolroom. Within certain bounds the teacher ought to be free with the pupils, but there is a certain dignity belonging to the profession of teaching which must be held sacred by the teacher. This will not hinder the teacher from greeting the pupils pleasantly. There is a courtesy of manner which should characterize every true teacher. It does not consist in bowing according to the most approved plan, but is the exercise of real kindness. A spirit of politeness helps the teacher to cultivate true courtesy in his pupils.

Two teachers were walking along the street, when they met a number of boys, who raised their hats and caps to the young lady. "Who are these boys that pay you such attention?" inquired the gentleman of his companion. "They are my pupils," answered the lady. "Your pupils," exclaimed the gentleman. "How do you teach them to be so polite? If my pupils see me coming, and notice they are going to meet me, they cross the street to avoid me." "I can not tell," said the lady. "I never say anything to them about being polite. I always bow to them, and they are always ready to return the courtesy."

The whole secret of such actions on the part of pupils grew out of the spirit of kindness the teacher had shown her pupils in the classroom. By her sympathetic, earnest manner she appealed to the best that was in the boys under her care, and aroused their manliness. A gentle nature in the schoolroom is a potent factor in school work. It will influence lives, and develop bright characters; while on the other hand, a crabbed, sour, dominating nature will hinder the

proper development and growth of the child's powers. The sight of a gloomy countenance acts very unfavorably on the nervous system, and consequently upon the mental and moral development of children. When a young lady was about to take up the work of teaching for the first time, she asked what advice I would give her. My answer was, "Be firm, but kind, and don't get bossy." By this was meant that she was not to become domineering. The young teacher did not understand the significance of the advice at that time, and possibly thought it uncalled for. During the year I asked one of the young teacher's pupils how she liked Miss B—— for a teacher, and her reply was good to hear, and a monument to the teacher's name: "I like her," said the pupil, "because she is never cross." The child spoke as if it were an uncommon thing for a teacher not to be cross. At the end of the year's work, however, this teacher became conscious that she was fast becoming less gentle and more domineering.

The living example of the teacher is more potent than much learning, for it does not make so much difference what a child learns as from whom he learns it. True courtesy can be taught more efficiently by example than by giving lectures on the subject. A mother noticed a remarkable change in the conduct of her seven-year-old son. From being rough, noisy, and discourteous, he had suddenly become one of the gentlest and most considerate little fellows in the town. His mother naturally inferred that his school life had something to do with the change in deportment,—possibly due to his teacher's instruction; so she said to him: "Miss Smith teaches you to be

polite, does she?" "No," said the boy, "she never says a word about being polite." The mother was puzzled, and all the more when further questioning brought only more emphatic denials that the teacher had ever given her pupils lessons in good manners.

"Well, then," the mother asked, finally, "if Miss Smith does not say anything, what does she do?" "She doesn't do anything," persisted the boy. "She just walks around, and we feel polite."

That was enough. It was the effect of being rather than doing. "The personal equation which must be reckoned in estimating the molding force of any life," is to the teacher what inspiration is to the inventor and the scientist.

Be Active.— The opening exercises of the first day of school should be simple, brief, and positive. A few words of introduction should be spoken by the teacher. Too much talk the first or any day will weaken the teacher in the eyes of the pupils. The more a teacher talks the less she is heeded. A young teacher asked a friend who had been observing the work done, what criticism she had to make, and the reply was, "You talk too much. When you say a thing, you say it as if you do not think it would be obeyed, and it is not." The teacher who does not carefully study her words is apt to say something that will bring upon her a just rebuke. Too much talking is a real fault in a teacher. Much of the trouble which teachers experience in the schoolroom is brought about by not following Solomon's advice to "bridle the tongue."

Those acute little readers of human nature before the teacher, will find out any weakness very soon, and

will honor the teacher who does not attempt to tell all she knows the first day. The attempt to bewilder others by knowing too much is a weakness. A merchant does not put all his goods in window or show case.

The moment the opening exercises are over, both teacher and pupils should begin work of some kind. Pupils should not be given opportunity to sit eyeing the teacher, who in turn will grow restless and uneasy. It is the law of the child's nature to be active, and especially in doing work that means something to them. A bright little girl in a city went to school for the first time with a happy heart. On returning home at noon, when questioned as to how she liked to go to school, she replied that she "didn't like it at all, because the teacher kept her stringing little chunks of wood all morning," referring to a kindergarten exercise. Every careful observer of children knows that their minds can not be kept very long on one object. The skilled teacher knows that she must often change the work. She must have a mind fertile in resources; she also knows how far to drill on one point in order to fix the thought in the child's mind, and at the same time not tire him out.

The wise teacher will enlist the help of the pupils in the details of the first day. Many a mischievous boy and giggling girl have been disarmed because the teacher called them into service the moment they were expected to create a sensation. To illustrate: A young lady was called to take a position in a school where three teachers had resigned because of an absolute failure to maintain order. This fourth teacher was

a slight little creature with a bright face. The principal introduced her to the room, no doubt thinking that she would soon go the way of her predecessors. When the door closed behind him as he left the room, the new teacher said to the forty children present that she hoped to get acquainted with them at once. George Walker, the leader in all the mischief in that room, feeling that something was expected of him by his schoolmates, said to the boy over by the stove, in a voice that could be heard plainly in all parts of the room, "I guess she'll get acquainted with us soon enough." A laugh went round the room as usual, but the young teacher did not seem to notice the interruption. Asking the children to write their names on slips of paper which she had prepared, the teacher walked leisurely around until she came to George Walker's desk, and with a smile that would win any girl or boy, said, "George, you may collect the slips of paper for me." He begged off, but she insisted that he must at least help her. The children were startled when they saw George rise to help the teacher in collecting the papers. The little teacher had conquered the mischievous boy without his knowing it, and he became the champion of good order in that room. The good impression made on the children that day was a great step in the teacher's work. By her gentleness and ready sympathy in their child-life, the children were convinced that she was a friend that could lead them into a new world of language and history, and do it easily and cheerfully. As every teacher should do, this teacher went through the days looking for the best in every pupil, and she found it.

Human activities and emotions are natural forces, and can no more be destroyed than any physical force; and that teacher is greatest who makes the most of the pupil's own particular genius. It is not the province of the teacher to transform the pupil's mind into anything unnatural, but it is her duty to train him to be strong in his own powers.

Be Firm.— Many teachers fail in their government owing to an undecided, vacillating manner of procedure. Children will grow to despise a teacher who shows a weakness in government, while they yield readily to a clear-headed, kind-hearted, resolute person who knows what she wants, and takes proper steps to secure it. The school government is best that shows itself the least. Some schools are governed to death. Order for the sake of order is against human nature. Children will chafe under harsh government, and would rebel if they dared. Good government should be mild, but have plenty of strength behind it. The teacher's personality must be felt. The commonest form of poor government is largely owing to the teacher's feeble personal influence. The teacher's life has a marked influence over her pupils' lives. "If she meets the changes of the day bravely, she will soon realize what power she may have over her pupils." If she can be self-possessed and calm in time of disorder or trouble in the schoolroom, she will soon show what a factor she is in school work. The storms that strike the teacher in her school work are few; when they do come, firmness is the greatest element in destroying their force. The teacher must not become disheartened and think that every day is full of trou-

ble, since another will dawn which may be entirely different and full of interest and pleasure to pupils and teacher. It is a sad experience for a teacher to want to desert the post of duty before the term closes; for to enter upon a second term's work with a feeling of disgust is not only dangerous to the reputation of the teacher, but full of evil results to the children.

Be Yourself.— The teacher should endeavor to be herself the first day of school. While to her it is one of the most important days,— a critical period in her life,— to the world it is only an ordinary day. She should remember that the continuance of the government does not depend upon her success or failure. "Be master of the situation;" do not try to act like some one you have seen teach, or some one you have read about. Avoid being fussy. Do not work in a hurried manner, as if trying to catch up, but show a calm, earnest spirit in the work. If a teacher stands before a class, bewildered and obtuse, the pupils will be quick to detect it and her power is soon destroyed. The pupils watch the new teacher, and make mental records of her ability to control herself; and if she is ill prepared, and is easily disturbed, will be at the mercy of her pupils.

The teacher must be at ease, and thus impress upon the pupils something of the bearing and character of the position she occupies. This will create in the minds of the pupils a favorable impression of school and teacher.

The irrepressible Micawber, in Dickens, became a hero and a philosopher, not from any marked achievements of talent, but purely from the man's supreme

ability to face the most unexpected reverses with the same serene, unruffled countenance. Adopt no one's method without having made it your own. "Borrowed garments never fit well." The ability to give live instruction by an original method is a source of evident power. Friction in the schoolroom arises when the teacher wants things done without having made them attractive, or gives work that is too hard for the average ability of his class.

Nothing so discourages the pupil as not to fully understand what is being done in the classroom. On the other hand, many a dull boy or girl, under the inspiration of a new teacher, has found himself in possession of the most unsuspected gifts.

III.

ART OF QUESTIONING.

The effect and success of teaching depends more upon the skill and judgment with which a teacher asks questions than on any other single thing. A teacher may be scholarly, skillful in many ways, happy in the choice of illustration, and yet be inefficient as teacher, because unable to frame suitable and interesting questions.

The art of asking questions is not all that is important, but that the questions should be intelligent ones, leading pupils out into fields of knowledge, and inspiring them with greater activities in their work.

There are several kinds of questions which must be recognized in school work: —

I. Preliminary questions, or those which lead up to the lesson in hand. All knowledge acquired by pupils must be gotten to a great extent through the exercise of their own powers, and must rest upon that which they already know as a foundation. Preliminary questions are for the purpose of arousing thought, and stirring up their former knowledge, and preparing the mind to receive new truths.

II. Harmonizing questions follow closely after the preliminary ones, and are for the purpose of finding out how well pupils agree upon previous lessons; to ascertain if any indefinite knowledge exists, and to

get all minds to working in the same channel of thought.

III. Questions of examinations are those by which the teacher tests the work of his pupils, by finding out whether it has been thoroughly learned and understood. Some teachers have erroneous ideas about questions, and think this the only kind.

Socrates, an old Athenian philosopher, who was possibly an expert in asking questions, and who lived in the midst of a keen, cultivated people, used all these forms of questions in his teaching. Some of his questions seemed foolish in themselves, but they were to lead on to some truth. Socrates believed the great impediment to possession of accurate knowledge to be the indefinite information which his people had acquired, and that the first thing to do was to prepare the mind for the reception of truth by finding out what the person already knew, as the foundation on which to build. So in the teaching of to-day, the teacher by some preliminary questions finds out what the children already know, and whether that knowledge is worthy of possession or whether it is a dry bone. The pupils of a careless teacher will possess much indefinite information, for a part of the class will not catch all the lesson that is given. In the examination of teachers in history, the writer has found a great percentage of teachers who could not state the "Compromise of 1850" properly; on one occasion fifty-two out of eighty-eight teachers who were being examined got some part of the "Compromise" wrong.

Some children in each class, unless the teacher is very watchful and careful, will miss getting all the

facts of the lesson. This leads us to the first deduction in questioning, that —

I. *The Language Should Be Simple.*— Teachers should cultivate simplicity of language; it must be adapted to the ability of children. A teacher coming before her class of small children to give a lesson on the human body, began by asking, "What does the science of Physiology teach?" Naturally the only result of such a question would be to bring forth on the faces of the children a vacant stare. People complain sometimes that children make terrible blunders. A real bright lady called on Ethel's mother. She rang the bell, and when Ethel came to the door, the lady said: —

"Are your papa and mama at home?"

"Yes, they are both at home," said Ethel.

"Are they engaged?" asked the lady.

"Engaged," said Ethel, "why, yes; they are married. I'm their little girl."

When the lady got home, she laughed as she told her children about Ethel's blunder — when that careless mother had done all the blundering herself.

Too frequently the teacher leads the pupil into deep water, and is not able to help him out. It is so easy to get beyond the child's comprehension, especially in the use of language. This is illustrated by the Sunday-school teacher who could not adapt her language to her pupils, and yet blamed the class for not answering her questions. She said to a friend, "They are a stupid lot; they can't understand the English language."

"Perhaps you don't say things that they can understand," said the friend.

"Yes, I do; I talk plain English, and they just sit and stare," said the teacher.

"I will go, and hear you teach next Sunday," said the friend.

"Well," said the teacher, "you will be convinced that they are the stupidest children the church ever undertook to save."

The friend was present on the next Sunday, and unnoticed, took notes of what transpired. The lesson was about "Paul's Journey to Damascus and His Conversion."

The pupils were eight to ten years of age, and appeared ready and attentive at the beginning of the lesson.

The teacher's first question was, "What was the ostensible purpose of Paul's visit to Damascus?" No answer; she tried again.

"What was the obvious intention of Paul in arranging a journey to Damascus at this time?" Still no response. Once more she tried, this time, emphasizing each word so they could not help but understand.

"What relation, connection, coincidence, or correspondence was there between Paul's visit to Damascus and the remarkable impetus the Christian religion received, acquired, and experienced soon after this memorable visit?"

Her question was not answered. When she reached home, she declared that she was "amazed, confounded, and disgusted," saying further that she could never understand why she is "invariably assigned to the most unappreciative portion of the juvenile department."

How often has the teacher to remember that she is speaking to children, and should use language which they can understand.

2. *Avoid Indefinite Questions.*— Indefinite questions lead to indefinite thoughts and knowledge. The teacher may understand her own questions, but the pupils may not understand them; she asks such a question, and then waits for an answer. The children can not answer, for they do not understand it; they are bewildered and silent. Some pupil, bolder than the rest, makes a guess at the answer. If he happens to answer correctly, he will try that plan again; if he misses it, he is severely criticised. It is an easy matter for children to fall into the habit of guessing at answers to questions which are indefinite. Such questions foster in the child a habit of not meeting a query frankly. When a teacher finds her question is not understood, she should change the form of it. One form of questions grows monotonous. In a certain school where there were several teachers employed, one was called by the pupils, "*What do you understand?*" This nickname was applied to him because he used the phrase so much in his classes; as, "Mary, what do you understand by an adverb?" "John, what do you understand by a preposition?" etc. Any teacher who is in the habit of using a set phrase like this ought to break off from it, for it is aimless. Some teachers could learn much from children in the line of asking questions. The child is a born interrogation point; a bundle of questions; and this infinite questioning is the budding of knowledge. As the mind unfolds, it searches more widely and eagerly for truth, and is never satisfied.

3. *Questions Requiring "Yes" and "No" for an Answer Should Seldom Be Asked.*— If the teacher desires to arouse thought, an effort on the part of the pupil, she must ask questions that require full answers. In a room visited by a critic teacher, this dialogue was heard: —

"Well, James, have you finished your problem?" "Yes, ma'am;" "Did you get 4½ for an answer?" "Yes, ma'am;" "You reduced 6 2-3 to an improper fraction, did you?" "Yes, ma'am;" "Then you reduced 2 1-6 to an improper fraction, did you?" "Yes, ma'am;" "You then reduced the improper fractions to a common denominator, did you?" "Yes, ma'am;" "Then you found the difference between the fractions?" "Yes, ma'am." "And you all got 4½ for a result, did you?" "Yes, ma'am." Every question received the same answer. Such questions elicit no thought, no effort, and all interest in class would soon die out — two possible answers, "yes," and "no," and they do not serve any useful purpose. Such questions only require a repetition of the information already given, and children soon tire of questions so near alike in form.

Every question asked ought to require, on the part of the pupil, an effort of the memory or the imagination or judgment — possibly all these combined.

Another serious difficulty arising from asking questions which can be answered by "yes" and "no," is that all will answer together, or in a simultaneous manner. A group of children answering in this way may appear very bright and intelligent, while the separate members may be careless and half interested. There are times when all answering together in concert

is perfectly proper, but there is danger in the practice, in that we are unable to test the individual pupil.

4. *Questions Should Follow in Logical Order.*— Each question ought to, at least, seem to grow out of the answer which preceded it. Much of the force or value of the teacher's work is lost in loose, unconnected lists of questions.

If facts are gathered in a way that will confuse the learner, they will never be definitely fixed in the mind; so that question should be linked in such a way that the answer given will be a sure development of the subject in hand. In reading newspaper reports of trials in court, people have wondered at the plain, straightforward evidence given by witnesses. It grows out of the fact that lawyers are shrewd questioners. The evidence would appear broken were it not that the witnesses are asked questions in a logical way, and therefore their evidence is logical, and seems like a complete story.

The true questioner forms one unbroken chain of inquiries, reaching from what the child knows to what she wishes him to know; she has a definite place for each question. Disorderly questioning should be avoided: as the general plans a campaign, sees before him the far-off end, then marshals all his powers to reach that end, so the teacher must aim to see the end of the recitation from the beginning. The logical questioner has an interested class always, for she adds to the logic of the questions, animation; so that the interest does not die out as in those classes where the questions are asked in a dull, heavy manner. The dullest child will become interested under the influence of a spirited questioner.

5. *Book Questions Should Be Avoided.*—This statement possibly needs some modification. The writer means that teachers should not read the questions from the book when hearing a recitation. Book questions are good as models, but each teacher should formulate her own questions, since they could be adapted to the class and be more attractive. The teacher who reads the questions from the book loses the effect of looking into the eyes of her pupils. A sermon read may be profound and logical, clothed in the choicest language, but it will not have the effect upon an audience, nor be as useful, as a much inferior effort when a sermon is delivered without the manuscript. So in asking questions. The questions in the book may be better because studied, but the teacher's own questions seem alive, and not a mass of dead material.

6. *Questions Should Make Pupils Think.*— That is always the best question which stimulates the mind to act. Many questions, therefore, ought to begin with "why;" such questions arouse the minds of children and leads them to reason and arrive at conclusions.

The aim in asking questions should be to awaken the intellects of the pupils, and the "mind of the child is best opened by way of the mouth." At one time in the history of school work the child committed to memory all the lessons, and the teacher did little else than hear the pupil recite the lesson as would a parrot: the later tendency and danger is that the teacher recites the lesson, and the pupil becomes a passive listener. This is from one extreme to the other. If we really want to arouse thought on the part of the pupil, we must give him something to do and a chance to think.

IV.

INTERPRETING THE ACTIONS OF PUPILS.

In Oriental countries, in the times of the old prophets, he was considered a wise person who could interpret dreams and signs and other phenomena. Such persons were held in great esteem by their fellowmen.

What was true of the skill of the Oriental peoples is also true of the real interpreter in the schoolroom to-day. To be able to explain to our own satisfaction the actions of pupils under our care, and to be able to do justice to all is a task which at times assumes large proportions. We may in our short-sightedness think an action to mean just the opposite from which it was intended. Sometimes it is as hard for a teacher to interpret an action of a child as it is for a child to interpret the actions of an older person. A person may be as easily mistaken in his interpretation of an action as was the naughty boy who eluded punishment by creeping under the bed where his mother could not reach him. Shortly after, his father came in, and when told of the state of affairs, crawled on his hands and knees under the bed in search of his son, to punish him. To the father's astonishment he was greeted with the inquiry, "Is she after you, too, Pap?"

A great many young people who enter the profession of teaching, expect to find difficulties all through the term, and therefore they interpret every little look or motion of children as something which means de-

fiance or mockery; they make seeming troubles too prominent; things which ought to be regarded as just little incidents along the way, are taken as intentional misdemeanors on the part of the pupils. I have read of a Chinese official, who, sent on a special errand to Europe, gave orders that a hundred and fifty pounds of salt should be placed in his luggage, lest he should find no salt in European countries.

There are multitudes of foreboding teachers who have weighted themselves just as unwisely. Our imaginations help us sometimes to magnify the actions of children under our charge, and unless we are guarded in our judgment we will think many times that pupils mean to be mischievous or to annoy us, when really they are utterly ignorant of doing anything wrong. Teachers worry over the actions of children sometimes, whereas if they knew the real motive of their actions, there would not be any worry whatever.

A farmer living in Pennsylvania plowed around a rock in one of his fields for five years. He had broken a mowing-machine knife, a hay rake, and a wagon wheel against it, besides losing his temper and the use of the ground in which it lay, all because he supposed it was such a large rock that it would take too much time and labor to remove it. One year when he began to plow the field for corn, and fearing he might break his plow or cultivator against the rock, he took a crowbar and poked around it to find out its real size, and it was one of the surprises of his life to find that it was little more than two feet long. It was standing on one edge, and so light in weight that he lifted it into the wagon without help.

Imagine the farmer plowing around that stone for five years, wondering all the while whether it was too large a rock to move, only to learn that he could handle it with ease.

Teachers shiver and shrink at something which does not exist, until a seeming trouble becomes almost a real one. One half the terror would be gone or disappear if the teacher had enough courage to investigate the matter. "The trouble which lies down with us at night and confronts us on awakening in the morning is not the trouble we have faced, but the trouble whose proportions we do not know." I have found in my own experience that the things which have given me the most worry are the things which never happened, but which my imagination led me to believe would happen. I came very near making a great mistake once during my second term of teaching. It was in an ungraded school, and before I had learned much of the language of interpretation. Among the pupils was a large girl, who was rather hard to manage. She came to school one morning with a long frock on — one that touched the floor all around. I interpreted the act in this way: "Now she wants to worry me because I kept her in at recess yesterday, and she has worn her mother's dress this morning in order to have some fun, and create a sensation, which, in turn, will make me trouble." My first thought was to send her home to put on her own frock; my second was to send for a rod and use it upon her for such insolence; then I thought I would wait until intermission, and speak to her about it; but in the meantime kept my eye on her and watched the other children. Sometimes the children in a school

will help a teacher interpret the actions of others. My pupils helped me out at that time. I discovered one thing which was useful to me; it was that the girl had not confided to any of the other children her design in wearing the long frock, for they seemed to embarrass her very much by watching her in her new uniform. This was a useful discovery to me, and led me to study the case more thoroughly. There are some things that come to us like an inspiration, and there flashed through my mind a thought of invaluable worth, and the truth dawned on me like a flash; namely, "That there comes a period in a girl's life when she changes the length of her skirts." How thankful I was that I did not act upon my first impulse or certain interpretation of her act, for I certainly was so much mistaken. I have often thought about how much humiliated she would have been had I criticised her publicly; how it might have changed the whole course of her life, and she might never have become the noted physician she now is.

There are times when we need to be very careful in our interpretations of the acts of pupils. How much judgment, skill, tact, and knowledge it takes to teach school, and make no mistakes. A few years ago, a teacher gave an Irish boy a sound thrashing for laughing outloud in school. The boy was sitting at his desk at work on some lesson when suddenly he burst into a laugh, astonishing the whole school. The teacher asked him what he meant by such conduct. The boy was very much ashamed of the act, and asked the teacher's pardon, saying he was just thinking what a mistake the author of the book had made in the read-

ing lesson, which said that a man "jumped from a bridge and landed in the water." "I don't see," said the boy "how a man could 'land in water.'" His laughing was purely spontaneous, and a teacher of judgment would have been proud of a boy so manly as to apologize, and who had the Irish ability to see the seeming contradiction in the statement. Our best judgment and skill must be continually utilized if we get clear conceptions of pupils' actions.

If we go into a garden and look for cobwebs, we will find them; but if we look for flowers and fruit, they are to be found also. If we go into the schoolroom to look for good traits of character, we shall find them; but if we are looking for defects and trouble continually, they can be found.

A Yankee pilot made an excellent reply to the owner of a Mississippi river steamboat. The boat was lying at New Orleans, and the Yankee applied for the vacant post of pilot, saying that he could give satisfaction, provided they were looking for a man about his size.

"Your size will do well enough," said the owner of the boat as he looked at the rugged build of the applicant, with some amusement, "but do you know about the river — where the snags and rocks are?"

"Well, I'm pretty well acquainted with the river," said the Yankee, "but I don't know where the snags are; it would take too much time and trouble to find every rock and snag in the river."

"Don't know where the snags are!" said the owner, with surprise; "then how do you expect to get a position as pilot on this river?"

"Well," said the Yankee, "I don't know where they are, but I know where they *ain't,* and that is where I calculate to do my sailing."

What is true of the pilot is true of the teacher and his work. Go where the snags are not found in the work; find the deep water, it is the safest in school work. There will be enough to do in the school-room without hunting out the snags and running against them just to find out their true nature. If teachers expect to become true pilots of the young, they must know where to guide them, and how to take them through the depths of knowledge.

Good, definite teaching does more toward breaking down the snags and obliterating obstructions in the way than any other agent. Plain, definite teaching is the one thing needful above all others. If pupils do not understand much of the instruction, they will not be interested. The principal told the janitor of a certain school building that he would write any directions on the blackboard before leaving in the evenings. One evening the janitor found on the board, "Empty the waste-baskets every day;" at another time, "Be sure to get all chalk off the floor in primary room." For the second time the janitor found this part of a sentence on the board, "Find greatest common divisor —" "Is it possible," said the janitor, "that that thing is lost again?"

Sometimes children see teachers write things on the blackboard which are not definite to them, and they are as dumfounded as was the janitor. Children hear teachers say things in the recitation which are not intelligible to them, and they grow restless, im-

patient, and sometimes even become troublesome. It is not the pupil's fault always if they are restless and noisy. If these conditions exist, the teacher should stop teaching long enough to inquire of himself, "Why is my school uninterested and noisy?" "Is it because of the natural tendencies of their minds to idleness?" "Are the surrounding conditions unfavorable for study, or am I not instructing in a clear, definite manner?" With all the facilities which our great country gives us in the way of training schools, colleges, and normal schools, every teacher should be prepared for the work before entering the schoolroom.

Since we have begun to study the child more, and the book in a different way, trying to adapt our teaching to the abilities and tendencies and environments, we have made great advancement.

The successful teacher will soon recognize the child of the forest, the child of the street, the child of the farm, and the child of the shop, the undeveloped child, the degenerate child, and the precocious child. He will have all the phases of character, every form of physical development, and all kinds of dispositions. The interested teacher will study with peculiar interest each class of children. Teachers are improving along this line. Our methods are a great improvement over old ones. Our dealings with children on a mental and moral basis are superior to the old method of settling everything on a physical basis. Teachers used to apply remedies for mischief and bad conduct with about as much judgment as the Hungarian who saw that Americans put *Paris green* on the potato vines to kill the bugs. When he accidentally swallowed a potato bug, he

immediately ate a teaspoonful of Paris green to kill it. The bug was killed, but Hungarian and bug were both buried in the same cemetery. I have heard of teachers who applied remedies for misbehavior which were really worse than the offenses themselves.

Thoughtless, ill-tempered teachers subject pupils to personal indignities that are positively barbaric. In one school where pupils were detected chewing gum, they were required to give up their gum. The pellets were stuck together as fast as they were collected. Afterward the gum chewers were required to break off fragments taken from the mass, and chew it. In several cases it caused nausea and vomiting. Children in that school guilty of using improper language were required to chew bits of soap, in order to wash out the stains of impure language. It is enough to say that no teacher can " employ these methods of punishment without suffering degradation of character."

There are ways of trampling on a child's rights other than by physical abuse. There is no more efficient instrument of torture than a venomous tongue. Ridicule and sarcasm leave deeper wounds than blows; they are invisible, but lasting, and may turn a life into a wrong channel. A little girl said, " Our teacher don't whip much, but oh! how she does scold. She can say the *awfullest* things. I don't believe she ever loved anything in her life." What teacher would be proud of such a reputation? The very life of a teacher impresses itself upon the pupil, this being especially noticeable in the changing of teachers where there is a marked difference in discipline and methods. A little girl's first teacher had been kind, and had gov-

erned in that easy manner which characterizes the natural teacher, but her second teacher ruled by force; she scolded, pulled, jerked, and punished the pupils in many ways, and naturally had no control. The effect produced on the little girl was soon noticeable. In playing with her dolls, she scolded, jammed, jerked, and slammed them until it was distressing. She never had a kind word for one of them, carrying out in her play the daily life at school. The next term she had a gentle teacher, and there was no more scolding of the dolls, but she rather overdid the work in caressing them. Most children at some time in their lives need punishment, but it should be graded just as well as the number work or reading lesson,— it should never be humiliating.

The misinterpretation of the actions of pupils is a serious matter. There are children whose motions and actions, if not understood, might be severely reprimanded, and yet not deserve it. To teach a child self-control is one of the highest aims of the teacher; that is a line of training which ought to be in the minds of teachers continually. So many children have never learned to control themselves, or even to depend upon themselves for anything.

When General Shafter, the hero of Santiago, commanded the forces of that great battle, he had many suggestions from his fellow commanders as to how the city might be taken; he listened attentively to all their suggestions, but finally decided to follow his own ideas, which differed materially from the others; "for," said he, "when I was a boy in school, less than a dozen years old, I learned to depend upon myself. Our

teacher called up the class in mental arithmetic, and began putting questions, beginning with the pupil at the head of the class, and going down toward the foot until someone could give a correct answer. I stood near the middle of the class, and next below me was a boy who was three years older, and considerably ahead of me in the various studies. 'How much are 13 and 9 and 8?' the teacher asked.

"While one after another of the boys and girls ahead of me guessed, and failed to get it right, I figured out what I thought the answer ought to be. The question had almost reached me when I heard the big boy just below me whisper, apparently to himself, but loud enough for me to hear, 'twenty-nine, twenty-nine, twenty-nine.'

"Finally the pupil above me failed to answer correctly, and then it was my turn.

"'Well, Willie,' said the teacher, 'let's see if you know the answer.'

"I raised my head proudly, cast a triumphant look at those who had 'fallen' on the problem, and said so that everybody in the schoolroom could hear me: —

"'Twenty-nine.'

"'Next,' said the teacher, 'how many are 13 and 9 and 8?'

"'Aw,' said the big boy just below me, with a look of supreme contempt at the rest of us, '*thirty!*'

"That was what I had figured it to be myself, and when the teacher said 'Correct,' I wanted to fight.

"I didn't assault him, but I made up my mind then to depend on my own judgment in the future, and ever since then when I have had anything to do, and

had figured out what I considered the best way to do it, I have gone ahead, remembering, when people tried to throw me off the track, how that big boy made a fool of me in the arithmetic class."

Examinations.— During examinations there is danger on the part of the teachers to misinterpret the actions of pupils. Sometimes children glance about them, possibly unconsciously, and these glances may mislead the teacher. One thing is certain; teachers ought to avoid being suspicious. If there is any characteristic which unfits a person to teach young people and children, it is the pernicious habit of being suspicious. I can not see how any person who "regards everyone a rascal until he proves himself otherwise" can ever expect to instill any good traits into children under his charge. I have noticed that the teacher who "trusts no one, but is always suspecting something wrong," will get but poor work from his pupils, and create no enthusiasm. Such a one is apt to get a merited dose sometime.

A teacher of that class always reminds one of a story told by Congressman John Allen, from Mississippi. Mr. Allen owned a dog, which persisted in howling and moaning throughout the night. It was all in vain that he tried to stop the animal from indulging in these outbreaks, and in sheer despair, he consulted an old darkey of the neighborhood, asking his opinion as to what ailed the dog. "When a dog keeps on whinin' and moanin' and howlin' like that," said the darkey, "it means that he scents something he can't locate." That is the way with suspicious teachers; they scent imaginary trouble, but can not locate it.

A boy in one of the schools of our State had a teacher who was always watching for notes on days of examination, casting suspicious glances on every side. One day this teacher gave an examination in which he was particularly anxious that no copying be done. Among the pupils was this boy, whom the teacher had charged with trying to copy or to receive help. On this occasion, the boy concluded he would get even with the teacher. During the examination, the teacher saw the boy take out his watch several times and gaze at it. He grew suspicious of the boy and his watch. He walked slowly down the aisle, and stopping in front of the boy, said, "Let me see your watch." "All right, sir," was the meek reply, as he reluctantly handed his watch to the teacher, who opened the front lid, and looked somewhat sheepish as he read on a paper pasted on the inside of the lid, the single word, "Fooled!" But he was a shrewd man, and was not to be thrown off the track or scent so easily. He opened the other lid of the watch. Then he was satisfied, for there he read, "Fooled again!!"

It has been found, by continued experience, that one of the best methods for training children to obedience and honesty, is to trust them.

How miserable would be humanity, if no one trusted another. How much business would a merchant do if he were so suspicious of mankind that he would trust no one who lives in his village? How much power would a minister have over a people whom he continually mistrusted? There could be no progress in humanity, education, or religion were it not for that beautiful word "*trust.*" Trust a child if you

want to make anything of him. A child suspected never does his best work any more than a reclaimed criminal who is continually watched will ever become a good man.

Children's Expressions.— Teachers sometimes misinterpret the expressions of children who occasionally say things which may sound rude or impertinent, and yet really are not intended to be such. Children do not always study their expressions before uttering them; they speak spontaneously the thoughts in their minds, and although their words may seem harsh, yet they are innocent of having done anything wrong.

A young man said: "I was teaching in a quiet country place. The second morning of the term, I had leisure to survey my surroundings, and among the scanty furniture I espied a three-legged stool. 'Is this the dunce-block?' I asked a little girl of five. The curls nodded, and the lips rippled out, 'I suppose so, the teacher always sits on it.'" The child was innocent in her remarks, and possibly never dreamed the truth she had spoken.

The teacher brought that answer upon himself by asking the question, and the little girl was not far wrong in her answer so far as this particular teacher was concerned. Many teachers, under the pretense of being excessively bright, get themselves into difficulties, and bring righteous criticism from the pupils.

A certain schoolmaster used to compare the achievements of his pupils with the work of noted men in their boyhood, much to the scholar's disadvantage.

"John, have you solved the problem?" asked the teacher.

"No, sir," replied the boy. "I can't."

"How old are you, John?"

"Sixteen," was the answer.

"Sixteen," repeated the wise instructor. "Sixteen, and can't solve a simple problem like that! Why sir, at your age George Washington was surveying the estate of Lord Fairfax."

The pupil looked thoughtful, and said, "I don't know about that, but when he was as old as our teacher, he was President of the United States."

The teacher who talks to children in this way will find those who will meet him halfway, and he must expect to find a pupil occasionally, who, by nature, is quick at repartee, or is able to give an answer to which the teacher can not object.

Because of our misinterpretation of the motives of children, we are apt to throw around them too many prohibitory fences, so much so that some children are afraid to speak or move, while others are apt to resent the teacher's rules. They feel hedged in on every side. There ought to be a freedom about school work that children will enjoy; unless there is, they will never have the free use of their faculties and powers.

God has given to children inherent tendencies which in large measure determine their growth. The child's mind is not "inert clay, awaiting the potter's touch," neither are their minds as wax — easily impressed, and the impression readily removed; but they are like the blossoms on the trees; under the favorable influences of the sunshine and warmth of kindly interest they will develop into rich fruit, ready for the Mas-

ter. The child is a living, self-determining creature; keep everything out of its way which will retard progress.

But someone may say, "You certainly would not allow your pupils to do just as they please? Would you not have trouble were you to allow children to follow their own tendencies and inclinations?" Now, this sounds as if children's inclinations were all bad, while, indeed, their inclinations need not be detrimental to good order or proper advancement in their work. A part of the teacher's work is to train the tendencies of children into proper ways of living, which will lead to self-control.

Some schools are governed to death. Teachers walk around on their tiptoes, peeping here and there, looking for what?—"Trouble!" They are sure to find it if they seek after it. It does not improve the school any to be suspicious and all the time misinterpreting the actions of children. The boy continually watched will plan to play tricks on the teacher; a girl continually criticised will never do much good in school work.

Someone has said, "The reputation for having the most orderly school in the district is a fine thing," but if you gain that reputation by eternal nagging, growing out of the misinterpretation of the actions of children, it isn't worth the trouble. "The sarcastic, unsympathetic teacher may rule her domain like a Russian czar, but she will find after a while that czars and nihilists go together."

The wise man said, "He that ruleth his spirit is greater than he that taketh a city."

V.

"MANAGING THE BAD BOY."

On a sultry August day a gentleman entered a street car, and took a seat near a lady. As he sat down, he said, referring to some children who were making considerable noise near by, "Those bad boys, those bad boys." "Yes," replied the lady, "and when you say 'bad boys,' it means *all* boys; for there are *no good ones.*" The gentleman took no exception to the language whatever, merely remarking, "I suppose it is natural for a boy to be bad."

Both these persons were well dressed, and had the appearance of being well-educated and refined people, but they certainly did not believe what they said, or if they did, very few people believe as they do. Since that time many similar remarks have been heard on the streets, in the homes, wherever there are boys. For twenty years I have been constantly associated with boys and girls in school work, and it is my conviction that boys are as good by nature as girls, and that they would be as good in name if parents cared as much for the good name of their sons as they do for that of their daughters. In too many instances discrimination is made against the boy. If a man has a pup worth two dollars, he will look after it carefully, he will not let it run around town at night. If it gets out of its kennel, one of the children discovers the misfortune, and comes into the house, saying,

"That pup has gotten out again." In a moment that home is all excitement — the whole family start to hunt him; they look in the barn, under the porch; they whistle and call and shout, but he does not appear. The wife going upstairs on an errand, finds the pup asleep in the middle of the spare bed; it would be a pity to disturb him, he looks so comfortable, so he is left alone, and the family are all happy once more, because the lost has been found.

But what about the boy that belongs to the family. O, it is very different with him. He is turned loose at an early age to go when he pleases, where he pleases, do what he pleases, and come home when he pleases; and then people wonder whence comes the army of tramps and gamblers and drunkards. I have no doubt that many boys go to the bad because it seems the most desirable place to go. The monotonous life that some boys lead drives them to the bad. The boy ought to have an equal chance with the pup at least.

I was entertained in what was designated as one of the best families of a town of considerable size. After supper, we went into the parlor; that is, the husband, wife, three daughters, and myself.

After a time the conversation turned on music, and the daughters must all play for me. They did quite well; they desired to perform very well. One of the daughters looked at her mother in a longing manner, and said, "Wish George could come in, he plays so well;" the mother gave her daughter a knowing look, and said, "If he comes in, then all the others will have to come, and they are so rough; they will dirty

the carpet and ruin the furniture." Is it any wonder they were rough? What chance had they to become refined?

Home is the place above all others where boys may learn to be refined and good. Boys, as well as the girls, should have a place in the parlor; they ought to associate with the company that comes, and be benefited thereby; they should learn some of the real joys of society in the home. If we admit that boys are bad, still the law of ethics requires us, when under our care, to teach them that the world expects something noble of them. This is the underlying principle that has developed all the real heroes of the past, and is possibly the greatest factor in preparing our boys for the highest type of American citizenship.

Dr. Steele says: "The mind grows by what it feeds on." If this be true, it is of vital importance that our boys' minds be occupied with thoughts that will develop truthfulness, honesty, self-respect, self-control, and self-reliance.

But how can a boy grow up to be a truthful and honest man when he is taught directly or indirectly that he is naturally bad? How can a boy have any self-respect when he is forced to the conclusion that people expect all the mean things to be done by the boys? How is a boy to gain the power of self-control while he is taught that "it is just like a boy to lose his temper, and become perfectly furious;" and how is a boy to become self-reliant while he feels that no one has any confidence in his ability to do anything good?

Give the boy to understand that something good

is expected of him, and he will not disappoint us. Boys and girls are not insensible to the estimate that is put upon them. A good-sized boy once said, "My teacher does not expect anything good of me, and I am too much of a gentleman to disappoint her."

If it be true that "beauty is not so much an inherent quality in the object as in the delighted soul that looks upon it," then it must follow that goodness and meanness do not exist so much in boys and girls as in the minds of those who judge them; and the bad boy does not exist so much in persons as in the minds of parent and teacher. No child is thoroughly bad. Often it is mere bravado which teachers do not overcome because of the rush of daily work. The teacher sets a boy on the black list, punishes, scolds, and antagonizes him, forgetting that to win him is worth more than all the rest.

Children are naturally tender-hearted, and if properly trained, will avoid doing anything cruel. Children are cruel sometimes, not so much from innate wickedness as from ignorance of the injury done. If you give a boy a hatchet, and he is not instructed how to use it, he is as likely to try its edge on a valuable cherry tree as on a stick of wood. Tradition tells of George Washington's doing something of this nature.

In the same way boys and girls often are guilty of acts of mischief and wrongdoing simply because they do not realize the effect of their acts.

By "bad boys" we do not mean the vicious, but the mischievous boys. Usually the "bad boy" is an active fellow; he is active or he would not be troublesome. He hides an orange that Mary had brought to

school; he marks Ruth's copy book, which makes her unhappy; he puts ink on the back of Edward's hand, and while sitting behind Ella, he ties her apron strings to the bench, and causes her to be embarrassed when she tries to rise. His nature and temperament drive him to activity, and his surroundings suggest things for him to do. One or two such boys can annoy a whole neighborhood, and yet not mean any harm. A Kentucky farmer had two such boys. Seeing in the weekly paper that an earthquake would occur in the community, and fearing the evil effect it might have on the nervous systems of his boys, he sent them into Illinois to a friend, to remain until after the earthquake had passed. The day came, but no earthquake appeared, but instead a letter came from the friend in Illinois who had the boys in charge, saying; "Come, and get your boys, and send us the earthquake, as we think it would be more easily managed than the boys."

One of the first essentials of success in any enterprise is a *right beginning*. Many a child has been literally spoiled before entering the schoolroom. That the boy is *bad* may not, therefore, be the fault of the teacher, but that he should remain bad while under her control is altogether another and very different thing; for while it is true that parents ought rightly to train their children, it is a fact that they do not, because of carelessness, lack of ability, or indifference; consequently, the burden falls on the bad boy's teacher. There was a boy who was called the worst boy in a school of fifty. His teacher was called the best teacher in the community. He was thirteen, she was

thirty years of age. Her manner was haughty, his was likewise. She would have her own way if a will had to be broken to pieces; he was obstinate.

When but five years of age his mother tried to make him say he was sorry for something he had done. He would not, for he did not feel so. She whipped him, and then asked him if he were sorry; his reply was, "You can beat me because you are the biggest, but I'll never say I'm sorry." The whipping was continued, then the question was repeated, "Will you say you are sorry?" "No," replied the lad, "I'll never say I'm sorry." The mother laid aside the stick. She was defeated, and always after that he controlled her; and now we find him in school with the best teacher in the community.

When two such natures come together, unless great wisdom is shown on the part of the teacher, there will be trouble. If the teacher had used the best of judgment, she might have turned the strong will in another direction, instead of opposing it; but the "best teacher," who was his first teacher, did not make good use of his strong will, and the scenes that followed during the first months of their association are indescribable. There are many such children turned over to the teacher by parents.

I. *Get Acquainted with "the Boy."*— Too many teachers meet pupils day after day without becoming acquainted with them; many punishments are inflicted when, if teachers were acquainted with the ones punished, they would not inflict the punishments.

A teacher had punished a boy in school again and

again until she had begun to consider him in the light of an enemy, and she felt that the boy's feeling for her must be one of hatred.

So it was in the nature of a surprise when, in view of the approaching holiday separation, other boys of the school brought to her desk little gifts of remembrance, to have the "bad boy" approach with some hesitation, and place a box of candy on her desk.

"But I don't think I can take it, Edward," she said. "You have been too bad a boy; you have seemed to do everything you could to displease me."

"Oh, please take it, Miss Jones," said the bad boy in entreating tones. "I worked after school hours to get the money to buy it."

The teacher felt tears coming very near the surface then, for the bad boy was a poor boy, and had not so many pleasures in life that he could be expected to sacrifice any of them for her.

Many acts of children are wrongly interpreted because the teacher is not well enough acquainted with her pupils. If a better acquaintance with pupils were experienced by the teacher, how much better fitted she would be to train his powers, and help him develop himself into a worthy boy, and later, a useful man.

II. *Become Thoroughly Interested in the Boy.*—Our getting interested in him will evidently interest him in us; and if that be true, we may have a powerful influence over him. We ought not to try to reform him entirely the first day; the laws of evolution work more slowly than that. Begin by inquiring why the boy is bad. His actions, when rightly understood, may not be actuated by an evil heart. Perhaps he

entered the schoolroom intending to do right, but having the reputation of being a *bad boy,* he is spoken to sharply. What is the effect? — Instantly the blood mounts to his face, his good resolutions vanish, anger takes the place of good intentions, and he feels that everybody is against him and no one interested in him.

Pupils should be commended when they do anything worthy of commendation. There are times when sharp words do more harm than good. Perhaps the boy has done his best, and the only thing that will incite him to a greater effort will be a kind word, which costs but little, and yet its influence may last a lifetime. A word of praise is often the opening wedge to the human heart. Parents and teachers should take notice of the small efforts that children make.

A father walked up to a map his little boy had made, and pinned on the wall. He stood before it a long time in silence, and in silence walked away. The little fellow was sitting by the table with his books, watching with eager eyes, waiting anxiously for a word of approval from his father; as none came, his little face fell unhappily. The father walked into the next room, and said to his wife carelessly:—

"Robert has drawn a very clever little map in there. Look at it when you go in."

"Did you tell Robert so?" asked the wife, who had already praised her son's good work.

"Why, no. I ought to have done so. I never thought to mention it."

"Well you ought to be ashamed of yourself," was

the deserved reply. "Go back now, and tell Robert what you think of his work."

Often we ought to be ashamed of ourselves for like sins of omission.

You may say, "Praise to face, open disgrace." I do not believe it. The proverb is wrong, and the opposite is very often true. Praise to the face is one of the best things on earth, and there can be no disgrace in it, unless untruth enters, or the praise is not deserved.

The teacher or parent can always find something that is commendable in the child. Many a boy or girl who sits before the teacher day after day, hears but little praise at home, and possibly feels but little kindness. The teacher with tact can put into the child's nature a higher and purer feeling for something better than he has yet known. The habit of seeking for something to commend in children will bring sure reward.

Human nature can not bear to be ignored. "She freezes us out," said a typical bad boy, who spoke of his teacher. We should watch carefully this point. Freeze out the bad in the children, but be watchful that the frost does not fall upon one little bud of goodness when it peeps out. Watch for the little germs of goodness, that when they appear you may pour sunshine upon them, and cause them to develop into something of real value. Let the bad child know that your sympathies are with him and that no distance intervenes between you, except that which he makes himself; that the instant he is a good boy, he stands on an equality with other children.

There is a wonderful difference in the schools of teachers who appeal to the Good and those who appeal and bring into prominence the Evil.

A young teacher who had great success with a class of rough boys in the worst quarter of a large city, was asked at a teachers' meeting to tell something of the method by which she had transformed the lawless street urchins into respectable little boys.

"I haven't any method, really," she said modestly. "It is only because I have tried to become intensely interested in the boys; I say '*don't,*' just as seldom as I possibly can to them. These boys had learned to lie and steal and fight, while truth, honesty, and acts of courtesy were unknown terms to them. So I began by telling them a story each morning about persons who had done some brave or honest or kind deed. I asked them to save up good things they had seen or done to tell at our morning exercises. Their eagerness about it, and their evident pride when I was pleased with their little incidents, showed that they were improving. There was just one boy who seemed to be hopeless. He was apparently indifferent to everything, and sat for weeks without showing any interest, with a stolid expression on his face, and never contributed anything to the conversation. I had begun to be really discouraged about him, when one morning he raised his hand as soon as it was time to begin the story telling.

"'Well, Jim, what is it you have to tell us?' I said in the most pleasing way I could; for I was so glad to see that he was going to join in the exercises.

"'Man's hat blew off this mornin', as I was comin' to school, an' I ran an' got it for him.'

"'And what did he say?' I asked, hoping that a 'thank you' had rewarded his attempt in the right direction.

"'He said, "You young scamp, you'd made off with my hat if I hadn't kept my eye on you,"' exclaimed Jim, in an excited way.

"'And what did you do then, Jim?' I asked with fear and trembling.

"'Didn't do nothin', just come along to school,' said Jim. 'I reckoned he didn't know any better, and hadn't no good teachin' like I'm getting,' and Jim lapsed into silence.

"This same boy became one of the interesting boys after this. Some people tell me I ought to tell the children how bad stealing and lying and fighting are, and yet as long as they will listen to me while I say, 'Be honest, be truthful, and be kind,' I shall not keep the other things before their minds."

The young teacher sat down as modestly as she had risen, and it was unanimously agreed by the teachers who heard her, that whatever might be said for other methods, hers, which she did not even call a method, had commended itself to every one. Hold up the good before the children, and say very little about the bad; speak of the pleasant things in life to children, they will learn later about the unpleasant ones.

These lines were said of a teacher: —

"There was a little schoolma'am
Who had this curious way
Of drilling in subtraction
On every stormy day.

"'Let's all subtract the unpleasant things,
Like doleful dumps and pain,
And then,' said she, 'you'll gladly see
That pleasant things remain.'"

III. *Kind Treatment.*— How to treat the boy is another essential thing. President Gilman, of Johns Hopkins University, in one of his valuable talks admits that while it is possible to predict the speed that a thoroughbred colt may achieve in time, or to anticipate the quality of a Durham calf, yet no one can discover in the nursery the coming statesman or scholar, nor foretell the power in any one of a group of boys.

The childhood of Daniel Webster did not show the man. He was a crying, weak, sickly boy, the puniest child in the family; but at manhood he was so robust that the coal-heavers paused in their work to stare at him as he passed by; his first few years in school did not reveal any extraordinary ability, but at manhood he was a "parliamentary Hercules."

If every boy differs from every other boy in character and temperament as he does in appearance, it follows that plans of education should be adopted as far as practical to individual requirements.

Neither precocity nor dullness is a certain index of the future of the boy. When we see a man, we can not tell what kind of a boy he came from, and when we see a boy, we can not tell what kind of a man he will make.

Many a man of influence in the world to-day had a very poor beginning in life; parents have been mistaken so often even in the temperaments and dispositions of their own children. So many things are mistaken for stubbornness, and sometimes children are

treated for that when they really need some other form of discipline.

A boy of twelve years of age was called "as stubborn as a mule," when in fact he was only shy. He suffered from extreme sensitiveness, and thoroughly misunderstanding that quality, his family nearly ruined his life.

A little girl of only eight years, otherwise beautiful in character, was counted "contrary" and "stubborn" by both her parents, when her conduct was governed only by her vanity, and a desire to attract attention. She was not *stubborn,* but by so treating her weakness, her parents were fostering the very spirit they wanted to eradicate.

"Real stubbornness must be carefully analyzed. If it comes from indifference, interest must be aroused; if hereditary, patience must be exercised; if a result of criticism by teachers or schoolmates, it must be met with extra kindness."

There is always a reason for the actions of children, and it is a fact that our teaching, in too many cases, is too little adapted to the individual members of the school.

The great question in our modern pedagogics is to destroy methods which prove to be hindrances rather than helps to youthful development, and to substitute for them the power of reaching and impressing individuals. Children of different ages and mental advantages require different methods to produce the same results. A certain teacher who had studied a particularly bad boy from every conceivable standpoint, finally found the cause of his apparent wickedness.

He had been especially annoying all day, and at the close of school the teacher sat down by him, saying, "John, what is the trouble, any way? Why is it you find it so hard to behave in school?" Poor John burst into tears, and said, "It's 'cause I'm so *blamed* hungry all the time." Then the teacher knew that the reformation must begin in the stomach.

In so many cases it is better to lead the stubborn natures of children rather than drive them. It is a good deal like fishing for trout. Do you know anything about what it is to match one's skill against the wily ways of a trout fighting for its life? The line is cast near the edge of a stream where there is a tuft of grass. The trout grabs the bait, and starts off with it. Should the green fisherman now attempt to land the trout, the chances are that the fish will escape.

There is too much resistance to overcome, the line breaks, and the fish gets away, or if the line holds, the fish tears himself loose, and the chance to catch him is gone.

The experienced fisherman, on the contrary, offers little resistance to the rush of the fish, keeping a tight line, and biding his time when the fish wears itself out; then he draws it to the surface quietly, but being ready at any time to give it more line, until at last the fish is so tired that it no longer offers resistance, and is pulled ashore. The only question is which will conquer, the firm will and skill of the fisherman or the stubborn nature of the fish. By waiting, the fisherman wins. In many respects the stubborn boy is like the fish. He is unreasonable, and draws away from the teacher. If one attempts to force him,

there is danger of a break between teacher and pupil, whereas if the teacher, like the skillful fisherman, can wait a little until the boy is more tractable and docile, he will be able to accomplish his end, and the boy will be led to recognize the superior skill and wisdom of the teacher.

Someone has wisely said, "There are times when the most skillful work will fail, both in teaching and in catching fish."

It depends largely upon how we treat our pupils whether they become useful or not. A very bad-appearing boy may have a tender heart beating under his jacket. He would not let you see it if he could help it, but he likes his teacher, and would do almost anything for her. His mother could tell you how the baby brother screams with delight when he comes into the house, and how he will sit a whole day, when any one of the family is sick, ready, if wanted to run errands. There is great hope for such a boy. He may be troublesome at times, but he is never mean or false or cruel. What he needs is good influences. He has the grit of stalwart manhood in him and the spirit of a valiant soldier of the Cross.

IV. *Trust the Boy.*— We may conquer the *bad boy* by trusting him. Some years ago a clergyman visiting a school of ragged boys in London, asked a class of bright, mischievous urchins, all of whom had been gathered from the streets: —

"How many bad boys does it take to make a good one?" A little fellow immediately replied, "One, sir, if you trust him."

That boy revealed a secret, and like most secrets,

it is very simple when once you know it. To treat a boy well is to trust in the better side of his nature. Suspicion hinders, but trust helps it to blossom into flower and fragrance. "Trust a man, and you make him trustworthy," is the saying of a wise man; and he only put into other words the thought of the little boy in the ragged school in London.

Experience proves over and over again that *Trust* is the atmosphere in which the best qualities flourish. A reclaimed thief, after being honest for some years, was forced to steal, since he knew he was watched. The doubtful look and keen supervision of a new master who had been told about the man's record, drove him down into the depths from which he had been lifted. Trusting him would have saved him, and no doubt trusting many a boy would save him.

An experiment was tried in one of our great cities a few years ago. A hall was fitted up, and tables filled with papers and magazines, and one especially fitted up for innocent games. The boys and young men who frequented the street corners and loafing places were invited to spend their evenings in the hall.

The superintendent laid down but one rule, "that the young men were to keep order." He trusted them. At first they thought there was something behind this faith in them, but as the weeks went by, their latent manhood came to the surface, and they learned what power they had for self-control. The young people strove hard to become worthy of the trust and confidence placed in them, and a moral revolution was accomplished in that part of the city. Bad boys were made good by trusting them.

I have in mind a bright young teacher who had a boy come into her grade from the next lower room. He had the worst reputation of any boy in the school. His behavior was so bad, and he was so disobedient, that he had always been put in a seat directly in front of the teacher's desk, where he could be conveniently watched. While the boy's reputation had preceded him, the new teacher had her own ideas as to how mischievous boys should be treated. On the first day she said, "Now, Joseph, they tell me you are a bad boy, and need to be watched. I like your looks, and I am going to trust you. Your seat will be at the back of the room, end seat, fourth row from the wall." That was all she said. Joseph went to the seat dumfounded. He had never in his life been put upon his honor before, and a new feeling came over him. From the very first he proved himself worthy of his new teacher's trust. She gave him a chance to reform, and he did not disappoint her. She showed by her treatment of him that she had faith in him, no matter what evil reports she had heard about him.

She "managed him" without his suspecting it in the least. On one occasion the teacher was called from the room, and she asked Joseph to take his place at her desk, and have charge of the room while she was absent. When she returned ten minutes later, she found the room in good order, and Joseph was complimented by the teacher for having performed his duty so well.

The preparation of the lessons in school is not the chief thing. We must develop a higher and broader

spirit of obedience. The making of a good man is of far greater importance than the making of a good reader, a good mathematician, or a brilliant scholar; and the school which does not impart to its pupils the elements of high character, and how to use their powers in self-control, is unworthy of the American people.

V. *Keep the Boy Busy.*— To manage the "bad boy," we must give him something to do. We may admit that the "bad boy" is found in every school. He is not bad in the sense of being vicious. He is not in danger of even becoming a street loafer. His badness is strictly compatible with industrious habits, but he is bad in the school sense.

His conduct turns the hair of earnest parents and teachers gray before its time. He is disgustingly healthy, and does not seem to possess a nervous system any more than does the blackboard; he is restless, noisy, troublesome. Strong benches sometimes give way under him, and door knobs will not keep their places when he is about; even panes of glass have a habit of snapping in his presence.

He is impenetrable to fogs, rain, and snow, while a broiling June afternoon finds him the only cool and wakeful person in the room. The scoldings which he receives seem to nourish him, and the switch only appears to arouse in him new ideas of tormenting his teacher. When he has been punished severely a few times in close succession, he will drop out of school for a day or two; and even then he wonders how the thing can run without his presence. He is a genuine

boy, however, and soon forgets his punishment, and returns to school, willing to overlook the teacher's "wrongdoing."

Now this "bad boy" has one redeeming feature, or quality; namely, a decided talent for wanting to work. This reveals to us the secret of his activity; and if we keep him busy, we solve the problem of his discipline.

Children love activity; they tire of stupid monotony, like the boy who did not have enough to do, when asked what he did in school, replied, "I wait for four o'clock to come."

If we would save pupils from temptation, they must be busy. The value of the farm life to boys is that there is always something to be done. Give the children work to do in the schoolroom,— not simply to keep them busy, but work that will lead to usefulness.

A story is told of a boy who brought home his arithmetic lesson, sat down, and began to try to solve the problems according to directions given by his teacher. After watching the boy struggle with his arithmetic for awhile, his mother offered to help him.

"Oh, no," said he, "you can't do it to save you." His mother was a college graduate, and naturally felt her son's rebuke, and then insisted upon her ability to solve the problems. She did so to her own satisfaction, but the boy declared there was something wrong, although he could not tell what it was.

"We'll leave it to papa," said the mother. "He ought to know, for he took the honors of his class in college in mathematics."

When the father returned from the office, he looked

over the work, and declared the mother's solution correct, and indeed it was the only correct solution of the problem.

The son, unconvinced, went to school the next morning. At noon he came home triumphant.

"You were both wrong," said he to his parents, "and I knew it."

"What was the matter?" asked both parents.

"Well, you left out two 'therefores' and a 'hence.'"

A school like that, in which the teachers are more careful about the "therefores" than of genuine ideas, will never save the "bad boys;" it will rather drive them to do desperate things. A boy in one of our large cities grew despondent over his low marks, and ended his troubles by committing suicide. This sad story leads us to inquire into the working of a system of teaching and marking which may be responsible for suicide. Our schools should cultivate the spirit of joyousness rather than despondency. What is more pitiable than a boy of ten or twelve with a prematurely careworn expression, at the age which nature intended to be filled with shouting and laughter and activity. Many a "bad boy" has been saved by having aroused in him an admiration for the way in which a teacher gives instruction. A singular experience with a hardened, almost criminal pupil, whose mind was entirely unopened to the good or beautiful until he heard his teacher giving instruction in geography, is told. The pupil was notorious. When he entered the room each morning, it was with an inaudible laugh upon his face. His attendance was enforced, very frequently

being brought to school by the truant officer. The book might be opened upon his desk, but he never read it. It was a clear case of incorrigibility. No sane teacher would disturb the demon within by ungentle means. The boy had lost faith in teachers; he had no intellectual appetite; his manner showed the spirit of disobedience, and life in the schoolroom was a burden to him. One day the teacher had about her a group of children for a lesson in geography, the topic being the products of a group of Southern States, of which South Carolina was one. Much was said about cotton and its culture. In the midst of the work, and when the interest in the work was the greatest, the teacher glanced over toward James, the notorious boy. He had moved over toward the class in geography, and a little later on as the lesson grew more interesting, without permission, he left his seat, crossed the room, and sat down near the teacher, and listened intently to every word. The lesson closed, and all pupils passed to their seats but James, who said to the teacher in a half-shamed tone and manner, "Where does it tell in my geography what you were talking about to-day?" That was the first interest he had ever shown in school work. The teacher grasped the opportunity, and she soon had him interested not only in geography but in history and arithmetic, and later in language. Teachers should give to the "bad boy" her sincerest sympathy, her best thought, and greatest patience, not because he deserves it, but because he may not be to blame for his wayward tendencies and obstinate nature.

The "bay boy" may be the teacher's opportunity,

and she should train whatever is good in him. It is encouraging to know that some of these troublesome boys become, in after life, some of the most valuable citizens. Indeed, there comes a turning point in the lives of most of them when they begin to appreciate the fact that there is a better life to live; and when a reform does occur, the change is such as to make them feel that they have a duty of more than ordinary importance to perform.

VI.

"MANAGING THE BAD GIRL."

One bright morning in September I stood at a little way-station on one of our great trunk lines of railroad, waiting for a train to carry me to a great city ten miles away. Walking up and down the platform, a little before eight o'clock, I saw several groups of children pass by on their way to a school building, which stood at the edge of the village near by. Then the great train bore me away through the beautiful country. Every highway along the valley seemed to be thronged with children on their way to school. From the car windows one could see them passing along by roads and across green meadows with books and lunch baskets, wending their way to the quiet little buildings located in secluded spots where they spent many valuable hours in school work.

While pondering over the scene, and as in imagination I saw children in all parts of the State and country going to school, the great city came in sight, and I was soon walking along crowded streets. Here, too, were children with arms full of books hurrying along. In this aggregation of children seen in country and city, we find all phases of character, every form of physical development, all kinds of dispositions and temperaments — since nature never duplicates her creations. Among these groups of children we find those with various motives, purposes, and aspirations. The small

boy is present, for he loves to go to school, also the little girl with her bright look and smiling countenance. Among them is the older boy — having emerged from the chrysalis state — with his cumulative force of character to be molded into the progressive man, or to be neglected and dwindle into the headstrong, malicious boy; the youthful girl also is present, full of life, with brain capacity of sparkling thought and ready development.

To study the mighty army of children in our schools reveals characteristics and dispositions innumerable, and because of this great variety of persons we should expect them to act differently, even when circumstances and environments are similar. I have read somewhere that "girls jilted by their lovers reveal their nationality. A Spanish girl will hire an assassin to do away with her faithless lover; the Italian girl will herself use the stiletto; the German girl will weep and pine away; the Irish girl will give her quondam lover a piece of her mind; the French girl will toss her head, saying, 'Just as good fish in the sea as ever was caught;' and the American girl will sue for damages."

Children as well as maidens differ because of the differences of motives, mental ability, environments. and power of control. This being the case, each pupil needs a different method of discipline and instruction. A mother being asked how she trained her seven girls, replied that she had seven methods for training them in right and wrong. If all homes would teach children these two things, and train them in the practice of obedience and self-control, school discipline would be greatly simplified; but all homes are not so ordered.

The deplorable fact is that many children, like "Topsy" in "Uncle Tom's Cabin," *just growed up*. So the school becomes a garden where weeds and flowers are found, and the very first duty of the teacher is to discover and distinguish between weeds and flowers. Anyone, with ordinary intelligence, after a month's observation can do this; it requires no great psychological knowledge to do it. In general appearance all may have much in common, and strange as it may seem, some of the weeds will outshine the flowers — but with a month's association with the children the skillful teacher will know every weed and flower, and she can then go to work to "transform the weeds and nurture the flowers."

Among the great mass of children will be found girls as well as boys who are difficult to manage,— not because they are "bad," for that which we call *bad* is very often something else. It may be thoughtlessness, or lack of judgment, or a largely developed faculty of giddiness, or an ungovernable tendency to giggle, that makes the girl act rude. We will all agree that it is a very dangerous symptom in a school when a considerable number of pupils are always ready to manifest their pleasure at the success of mischief or wrong. A writer of note says: "I was present at an interview between an assistant principal and a young girl, one of her pupils. The girl said to her teacher in a petulant manner, "I'd like to know what you have against me; I haven't done anything." The teacher replied, "I'll tell you what I have against you. You are always on the side of wrong. When disorder occurs, or when anything wrong is done in the school, you laugh and

show that you are pleased. I ought to find you on the other side,— you should show displeasure when anything wrong is done." The girl stood convicted. She had learned a great lesson, and she accepted the rebuke as coming from an estimable lady, and she grew to be a teacher herself. The fault in that girl was a common one; namely, to laugh and seem to be pleased at any mischief that bolder pupils may perform; this especially when the teacher is baffled for the time.

This is illustrated in a case which occurred in Pennsylvania. There was an unruly boy in school, whose chief delight was to create trouble. The teacher spoke to the boy's father about him twice, and at the parent's request the teacher punished the boy severely, but no improvement grew out of the punishment. Finally the boy's father concluded to send him to a reform school. The morning before he was to be taken away the teacher said to the children, "Fred Brown's father has decided to send his boy to the reform school. While I do not consider you all to blame in the matter of Fred's bad conduct, I do feel that if he must go, you girls have helped to send him. You have laughed when he did bad things, and watched him when he played in school, and tried to annoy his teacher. If, instead, you had kept at work, and paid no attention to him, and so made him understand that you did not think such things were either bright or smart, he would have been a better boy." The children looked as though they were attending Fred's funeral. "Now," said the teacher, "I ask, Do you wish to save him from going to the reform school?" "Yes! yes," they said. "If I bring him back, what will you do?" They

promised neither to laugh at him nor to watch him, but to ignore his bad actions until he should learn that he had no friends in such matters. Fred's father was told what had been done, and he promised to give the boy one more chance. Soon Fred tried his old tricks, but all in vain; his followers were in better business. One look from the teacher effectually settled anyone who seemed inclined to watch him. Fred was naturally bright, as all such boys are, and when he found that his conduct had the disapproval of all the pupils as well as the teacher, he gave up "trying to be smart," began to work, and finally became a model pupil and the pride of his family.

Another class of rude girls found in school are those who are *impudent*. The tongue is an unruly member which some girls as well as some boys have not learned to control. A wise teacher had an impudent girl in her school. One day when she had been especially trying, the teacher asked the girl to remain after school. When they were alone, she asked the girl what she thought a lady-like girl ought to do when she had been rude and impolite, but the girl was sullen and would not answer. Oh, the silence of a girl who does not want to talk. The teacher said, "Think now." The girl still hung her head and remained obstinate. Finally she said, "Well, go home now, I am sorry you can not think. I will go and see your parents about your conduct." The girl then spoke, and gave the teacher to understand that if she went to the girl's home, her mother would give the teacher a piece of her mind. It is not pleasant to meet an infuriated person at any time, yet this wise teacher started off with cour-

age from the school building to face the reception promised by the girl.

Imagine, if you can, her relief when a sweet-faced, lady-like matron welcomed her with a cordiality wholly unaffected, and invited her into the parlor. The mother was surprised, indeed, to learn that she had been represented to the teacher as one who would scold. She very sensibly promised to take her daughter "in hand," and she did, and in a week's time the girl was very different from what she had been. Thus by a fifteen-minute call this teacher learned more about the "impudent" girl's peculiarities and disposition than she would otherwise ever have learned. When trouble arises, go to the homes, see the parents; they are the ones most interested in the good name and training of their daughters. Do not be downcast, if you meet obstinacy and stubbornness and opposition in the schoolroom. Rough seas and tempests make bold sailors, and opposition is sometimes the soul of victory. It takes no effort to sail down stream, and the teacher who never meets obstacles in the schoolroom will not be wholly developed and equipped for the work in all places.

One of the most unreasonable persons we have to deal with in the schoolroom is the *vain* girl who knows it all. She is not a whit shy; but rather tries to attract attention. When a question is asked, she raises her hand and looks very bright. If called upon to recite, she rises, looks about her, pauses, consumes time, is seated; for it is "not the question she thought it was." She is very restless, and it seems very hard for her to keep in one position for a single minute. To a

casual observer, she would appear to be greatly interested in her work, but to the one who studies the pupils carefully, it will be seen that her mind is upon herself rather than on her studies. She lives on praise at home, but does nothing at school worthy of it. When she, by vanity, offends in some way, and is questioned, while she will not tell an untruth, she will minify her part in the offense, or rather state her part in an indefinite way, and will talk all around it. Her vanity has led her to lead a life of "bluffing," as we say, and she expects to make her way by a superficial brightness. She grows up to her "teens," and carries the same traits of pert forwardness with her. Once in a while she gets a lesson which is better than one taken from books. One Monday morning, a short time ago, two of these supercilious girls with their arms full of books, the contents of which they knew but little, entered a street car, and found only standing room. One of them whispered to the other, "I am going to get a seat from one of these men. You just watch me, now."

She selected a sedate-looking individual, sailed up to him, and said, "My dear Mr. Green, how delighted I am to see you! You are almost a stranger! Will I accept a seat? Thank you."

The sedate-looking man, a perfect stranger, gave her his seat, saying: "Sit down Jane, my girl, don't often see you on wash day. You must be tired! How is your mistress?"

The girl got the seat, but lost her vivacity, and for once she realized that her "game of bluff" exposed her audacity.

This is a difficult class of girls to manage; they are not really teachable, and although they may belong to good families, yet they have been indulged until they are a worry to all their teachers. How often we see one with an exceptionally pretty face, and we think she must be a charming person; our fancies are dispelled, however, when she opens her pretty mouth to speak. The English which proceeds from it is something shocking.

Robert Nourse tells a story which illustrates the point, of a young lady whom he met soon after coming to America.

He was helping in a revival in one of the churches of the Middle States. Night after night he noticed a beautiful girl sitting near the front seat. He noticed, too, that the ministers conversed personally with everyone else in the house except this particular girl. The more Mr. Nourse thought about her, the more he wondered if she were a Christian, and why someone did not speak to her about it. He never before had seen a girl so beautiful, as such beauty was rare in England.

It would be too bad if her soul were lost because of negligence to speak to her. Finally he made up his mind to approach her himself. When the meeting opened the next evening, she sat as before, in all her beauty and loveliness. After the first part of the services was over, and the ministers began to go among the members and seekers, Mr. Nourse approached this young girl, and taking a seat beside her, said: —

"Miss, are you a Christian?" An English girl would have said, "I hope so, sir;" but to his astonish-

ment, this beautiful girl began chewing her gum, and said: —

"*You bet your boots I am!*"

Whose fault is it that girls grow up into such unnatural beings as the one described? It can not be the fault of the schools, for they do not teach "*slang*" or vanity or even obstinacy; it can not be the fault of the church, for that was instituted to cultivate soul power; it can not be the fault of society, for such girls have not yet entered social circles. The fault must then be in the homes. Foreigners are always talking about "spoiled American children," but they do not blame the schools for this condition of things. They say that in the American homes there is too much indifference about the children attending school, that too much effort is being made to make the road to learning easy, and that all the habits of application and concentration are uncultivated.

A little girl ten years of age was missing from school for several weeks; her teacher called at her home to discover the cause of the child's absence. Her mother did not know why her daughter had been absent, but said she would call her and find out.

"Dearie," she said, as the child came into the room, "Miss Jones says that you have been out of school for several weeks, and she has called to see if you have been ill."

"No, indeed," said dearie, "but don't you remember, mama, on Easter I said I wasn't going back to school for six weeks? The time is up this week; I have it marked on my calendar. I'll be there Monday, Miss Jones, and I'll study real hard and catch up."

"Isn't she a funny child?" laughed the mother. "I never know what she is going to say next."

Sure enough, Monday brought "dearie," and she studied as hard as she could, but she could not make up those lost weeks, and "there are no words to express the indignation of that mother with the principal when, at the commencement exercises, 'dearie' was the only child in the grade who did not receive a certificate of promotion." This girl belongs to the class of girls that gives teachers trouble in their schools. They grow up without proper home training, and enter school with ideas of discipline which are detrimental to any well-organized institution. It is this class of girls who grow sullen, obstinate, self-willed.

It takes a wise man to know how to control and deal with a balky horse, and it takes a very wise teacher to know how to manage a stubborn girl. Sometimes old prescriptions for balky horses fail, and no general direction will fit every case of stubbornness. However, the remedy which proved successful with a certain horse may be applied with success to persons. A crowd had gathered about a horse and wagon in the middle of the street. The horse had balked. People passing by stopped to tell the driver what to do.

"Tie a string around his ear," said one. "It'll give him something to think about." A string was produced, and wound tightly around one of the animal's ears. It had no effect.

"Blindfold him!" suggested another. A bandage was tied over his eyes, and an effort made to start him. Same result.

"I have owned horses all my life," said a large

man, "and have had some bad ones, and the only thing to do is to blow into his right ear."

It was done, but the horse stood still. By this time fifty people had gathered.

"Try him with an ear of corn," said a new man, arriving on the scene. That failed to move the animal.

"I'll try the 'persuader' on him," said the exasperated owner, and he whipped the beast until someone threatened to send for the humane agent.

All in vain. Finally a benevolent-looking old man forced his way through the crowd, and said, "I have seen a great many balky horses started by building a fire under them." A boy was sent to a neighboring furniture-store for some shavings. He came back with a huge armful, placed them on the ground under the horse, and touched a match to them. When the smoke curled up around the horse, he looked about him, and took a calm survey of the place, unbent a little, and when the shavings burst into a blaze, he moved forward about six feet; he seemed to be in full possession of all his faculties. He stopped with the buggy right over the blaze, and not until the vehicle was damaged to the amount of twenty-five dollars did anyone think to scatter the embers.

Just then an old colored man in a faded suit of clothes and a hat with half the brim gone, went up, spoke kindly to the animal, rubbed his nose, patted him on the neck, climbed into the damaged buggy, picked up the lines, and said, "Git along, sonny," and the horse walked off as if nothing had happened out of the ordinary. It is possible that the stubborn girl, under the influence of a gentle-minded teacher, who

will strongly appeal to her deepest nature,— try to strike a chord in the girl's heart that no one has previously awakened,— will grow less obstinate and more courteous, more thoughtful, and perhaps become a leader in her community.

The Creator designed the human mind to grow into beauty and strength, and the teacher is one of the chief instruments in its proper development. "No profession calls for more patience or forbearance than that of teaching." Some men can drive a team of horses so that they will go along willingly and easily; other men will wear a team out in short order by nagging it. So with some pupils of high nervous temperaments — they must be handled properly, or they grow to dislike all school work, as we would dislike a prison house because it has shut off our freedom.

Is it not possible that children's natures may be transformed into something unnatural when they are continually "nagged," and made to feel that whatever they do will be wrong?

A girl who had no opportunities to attend school, when quite young, on account of sickness, entered a graded school where she found a teacher noted for her sarcasm and amount of venom she could empty upon the heads of her pupils. The girl had learned to draw during her sickness, and would unconsciously sketch some picture while a recitation was in progress. One day while her teacher was explaining a problem in algebra to a few of the slower ones, the girl, forgetful of algebra and her surroundings for the moment, began drawing some lines on her notebook. She was aroused from her enraptured gazing at the draw-

ing, by a clear, cold, sarcastic voice, "Young ladies and gentlemen, allow me to introduce to you, Miss Jones, who can do two things at once — draw like Michael Angelo and listen to an explanation in algebra." There was a suppressed laugh, and all eyes were turned on the poor, bewildered girl. She bowed her head on her desk; she bit her lips to keep from crying; and, almost blind with mental agony, she asked to leave the room. Permission being given, she staggered to the cloak-room, where she was afterward found writhing in physical and mental distress. The girl lay many days in a darkened room before she was well enough to again enter school. Her teacher was a source of terror to her, but she endured it, saying, "Next year, I will have a different teacher." Her school life the rest of the year was miserable, except for the few minutes, perhaps twice a week, when the principal came in, and spoke words of commendation and encouragement. The day came the next term when she was his pupil. Her intellect awakened, her imagination began to work; the principal's words of praise inspired her to make rapid progress, and she graduated from that school with honors.

The true teacher has faith in the children, in their capabilities, in their desires. She wields a power whose strength is magical; she gets outside of the books and inspires pupils with higher ideas of life. Every girl who goes out of school to-day will know enough mentally to get along in the world, but we want to be certain that they go out well equipped with right views of life as well.

What is there admirable in the brilliant, vain, ac-

complished selfish girl? Oh, what noble acts can be accomplished by the young lady of pure thoughts and bold determinations! What power she can exert for the uplifting of humanity!

The life of woman has undergone many changes in the course of a century, and the way woman plays her part in the busy public life of the present day can not be ignored in testing any part of the girl's education.

VII.

CRITICAL MOMENTS.

Out of the testimony of many experienced teachers, we learn that there are certain moments during each day in the schoolroom that may be called "*Critical moments,*" or those periods of the day when teachers must have all the faculties and powers which they possess in readiness for action. The success of the teacher depends largely upon these moments, and the purpose of this chapter is to point out the critical periods of the day.

I. *Opening the Doors.*— From the time the schoolroom door is opened in the morning until the school is called to order for work is a *critical period.* As a general thing, all will be quiet in the presence of the new teacher the first morning. Most of the children will enter quietly and select seats. After the first morning, there will be some who will become bolder and will try the mettle of the new teacher. This one will talk loud, that one will be boisterous, two boys will clinch for a wrestle over beyond the stove, and two girls will chase each other around the benches, unless the teacher is there for the purpose of directing things.

The teacher must be alert at these times. Usually a look from her will silence the offenders — that is, if the teacher's look means anything. The offender may smile, and the young teacher may think he is

not silenced, but when he finds that the teacher means something by the way she looks, he will soon get quiet. I have seen children smile as if they did not care, but that was not their feeling, for almost immediately they would burst into tears.

If the morning is cold or wet, I should not object to children standing by the stove,— a few at a time,— until warm, and clothing dry, but children should never be allowed to run at will around the room, or to lean out the windows or act in a boisterous manner. A few mornings of careful training will establish the order for a whole term. *Teachers can have this just as they want it.* A careless teacher will have a disorderly school during these opening minutes, and if disorderly then, disorderly all day.

I went to a school once to visit a teacher for the purpose of gaining information about his work, that I might recommend him to a better place which I had been asked to fill with a good teacher. I arrived before school time, for I was anxious to know how he put in the time before recitations began. I went to the door, which was open, stepped in and sat down near the door. The children were making so much noise, no one could have heard a rap on the door. They were racing around the room, laughing and screaming, and a cloud of dust filled the room. I thought the teacher had not arrived yet, but at that moment saw the top of his head beyond his desk at the other end of the room. The children saw me enter; we greeted each other with smiles. The thought uppermost in my mind was, "This is the children's hour." (I found out later that each hour of the day

was the children's hour.) The children naturally settled down and became quiet, as I watched them running and jumping until the room was filled with one great cloud of dust. So quiet did they become that the teacher felt the change, and looked around to see the cause of such silence. He saw me, and came forward, apologizing for not hearing me. How could he hear me? He was down behind his desk, making out his monthly report. The position which I went to give him he never filled; it paid twenty dollars more a month than he was getting, but I could not afford to recommend him to the place. A great deal depends upon those minutes just before opening the school for regular recitations. The teacher should spend that time in getting better acquainted with the pupils. They will value all the little kind words and attentions. It will not be long until even the shyest of the children will want to scrape an acquaintance with the teacher, who will begin to receive little presents from the pupils. This one will bring an apple, and that one a flower, perhaps, and someone will bring a picture.

I read of a little girl who noticed that other little girls were bringing the teacher presents, and she began to look around the house at home to see what she could take that would please the teacher and at the same time be appropriate and useful. The next morning she stole quietly to the side of the teacher and slipped a neat little box into her hand, on which was written, "To my dear teacher." As she deposited the box in the teacher's hand, she said, "They hurt mama, so she could not wear them." When the teacher

opened the box, she found a nice set of *"false" teeth.*

I want to impress upon the teachers' minds the importance of these few minutes in the morning, for they are precious ones for teacher and pupils — a time in which the teacher must have all her faculties at her command, and, while courteous and affable, never make an effort to become familiar with the pupils. Many a teacher has failed because she became too familiar with her pupils. The teacher ought to walk among the children, be free and friendly, but preserve the dignity of manhood or womanhood, and thus impress upon the pupils something of the character of the position of the teacher.

II. *Change of Classes.*— Another *critical moment* in the schoolroom is during the change of classes. One class passing to their seats, and another passing to the recitation bench. I have been in schools where you could scarcely tell a change of classes was being made, so quietly did the children move. I have been in other schools when classes moved, and it reminded me of Belgium's capital the night before the battle of Waterloo. Byron describes it —

"Then and there was hurrying to and fro."

When classes change, there ought to be a few moments of relaxation,— give the children's minds time and chance to unbend,— a minute or two of whispering or visiting. Jennie has something of importance to say to Sadie; Mary wants to tell Grace why she was late and could not come with her to school; Euclid wants to question Archimedes about a problem in cir-

cular measure; Socrates may desire to ask Plato a question in ethics; and Cole may want to know Blackstone's opinion about the teacher's right to keep a fellow in at recess, who will thereby lose valuable time on the playground. Give a minute or two for moving across the floor for exchanging books. The teacher will gain time by it. When the class is called, there should be no hurry about beginning the recitation; wait until the school is quiet before you begin the new recitation. *Teachers can have this just as they want it.* Children are ready to be just what the teacher desires. The great difficulty about so many teachers is that they have no definite idea just how they are going to do things; they change their plans so often that children can not keep with the changes, they become bewildered and do not know just what the teacher wants them to do.

Teachers should not get into a hurry about hearing recitations. So many teachers are anxious to get in every moment of the time in reciting. It is not the amount of time we put into a recitation that counts, but the power we throw into it; it is the character of the recitation that counts. If all are awake and full of animation, the time will be long enough. Have it understood that there must be no interruptions during recitation; this will enable teacher and pupils to concentrate their powers upon the lesson and recitation.

III. *Intermission.*— Another time in school work which might be called a critical moment is at intermission, or when pupils go out at recess or noon. The manner in which pupils are dismissed has a good

deal to do with the general conduct and discipline of the school. Some teachers think they dismiss in an orderly way when they get the pupils quiet — boys with caps in hand, girls with wraps on — the door is the objective point, and when the teacher says, "Recess," the pupils make for the door, yelling like Mohawks when the latter give a war-whoop. I heard a young teacher describe the way he dismissed his pupils. He had them get ready, all hats and wraps on, and feet set ready to run for the door. He held a handkerchief in the air; when all was quiet, he let it drop — this was the signal for all to go.

Teachers who want to preserve good discipline will never dismiss children in that way, and yet such things are being done by untrained teachers. There must be an orderly, definite plan which children thoroughly understand. They ought to march out in regular order. You say, "What about in the country schools where all children do not care to go out?" I would have those who desire to go out at intermission to march out, if there were only two. A teacher can not afford to be careless for a single time, without losing power.

Teachers will differ in their manner of having children march out of the schoolroom, just as teachers will differ in their manner of conducting recitations. One will show a weakness, another will show power and strength. Here are two teachers with their rooms ready to be dismissed for the day. The first detects some signs of mischief and disorder. There is a peculiar restlessness among the boys. They like to try the teacher's mettle, who has a kind of defiant look

in her eye. She gives orders to this one and commands that one in a high, unnatural tone of voice. The children detect a weakness in her manner, and see plainly her anxiety; they venture to risk what is in their minds. The word *march* is given, and down come the feet with a heaviness that makes the building tremble. "Boys, stand still," shouts the teacher with a shriek. "If you can't go quietly, you will not go at all!" "Now pass." A suppressed giggle goes the length of the row, and when the door is reached, those feet come down like so many bricks. An exultant war-whoop shows that they have detected a weakness in their teacher's ability to control.

Now we turn to another teacher who has her room ready to be dismissed. There is not the slightest indication of anxiety in her expression, and perhaps none in her soul. There are two or three leaders, who would like to stamp their feet, but when the teacher looks at them and says, "Hope you will enjoy yourselves on the playground," their mischief fades away, for such personal interest as this teacher shows makes it impossible to stamp the feet. One boy, only, shows signs of being noisy; he stands next to the head of the line. All is ready; the teacher says in a quiet way, "Pass," but as she does so, she removes the intruder from the line quietly; it is done so gently. As the children pass, each looks in a good humor at the boy who is waiting to be put on the rear end of the line. Not a word is said to him, but he has felt his teacher's power, and hereafter he will know how to act, for a wise boy, like a wise man, always learns something when he makes a mistake.

IV. *Punishments.*— The moments in which punishments are to be meted out are critical ones in a schoolroom, and I hesitate in advising on this point. It depends largely upon the child, community, offense, and teacher, what punishment shall be inflicted. In some communities the people thrash their wheat to get the good qualities out of it, and thrash their children to get good qualities into them. When I asked a parent if his children had a good teacher, he said: "Yes, sir; he makes them stand around, no foolin' this winter; scarcely a day passes that he doesn't whip someone." The parent could have given no better evidence that the teacher was a failure, if he must punish every day; it indicated that something was wrong. If the teacher must punish, let it be retributive punishment,— a punishment that pays back for something done. This is the natural way, and the child can see some justice in it. To illustrate: A bright but very quick-tempered little boy became so angry at being sent back to his room from the line one day, that he threw his cap so forcibly at the teacher's desk as to upset an inkstand and sent the contents over desk, chair, and floor. He had been talked to a great deal about his lack of self-control, so his teacher simply said, "I am sorry, Willie, but this must all be cleaned up nicely before you can go home." She provided water, broom, cloth, and soap, and Willie worked faithfully one and one-half hours to repair damages. He made no objections, but cried most of the time truly repentant tears.

A good teacher does not need to punish much, for he will avoid getting a reputation for liking to

punish. We ought to abhor it, and seek the minimum amount of punishment. There may be some other remedy that will answer better. When the Canada thistle made its appearance in Pennsylvania, the farmers tried to crush it out of existence; different methods were used in order to destroy it, but the more they tried to root out the evil, the more it grew. At last it was discovered that one crop of wheat was what was needed to entirely destroy the obnoxious plant. How suggestive, the best of grain to destroy a great evil. There is the greatest benefit arising from planting good thoughts, good aspirations, and good resolutions in the children. These will destroy the evil things in the child nature. It is worth a great deal to a teacher to know when it is necessary to punish and how to punish.

A manufacturer in Lowell, Mass., employed two thousand men. One day something got wrong with the machinery, and it stopped. For his mill to stand idle for a single hour meant a great loss of money to the owner.

No one could detect the trouble in the machinery, and it was necessary to send to Boston for a master mechanic. When he arrived, he took a little hammer and tapped along on the pipes and cylinders and boilers until he found the difficulty. In ten minutes he had it fixed and the machinery went on as before. It was astonishing that such a little thing should stop the whole works. When the owner came to pay the man, he found his bill to be $50.50. "Now," said the owner, "I am willing to pay the bill or any bill you demand, but tell me why you charge such a sum?"

The mechanic replied, "I charge fifty cents for the work and fifty dollars for knowing how." There is a good lesson in this reply for the teacher. The knowing how is sometimes worth more to us than the work itself. There are certain offenses that must be looked after in the schoolroom, such as destroying property, wasting time, tattling, quarreling, stubbornness, etc. It may be necessary to punish for repetitions of these. If so, the teacher should not punish the offender in the presence of other pupils. If she does, she will be defeated in her purpose; a boy is bolder in the presence of others, a girl will be more stubborn, and she won't answer questions that are asked her. Some children will have to be told many times not to do certain things, others only once. John Wesley was once listening to his wife giving their son a lesson, and noticed that she had to tell him over and over again. At last he said, impatiently, "Why do you tell that stupid child the same thing twenty times?" Because," said the patient mother, "nineteen times is not enough."

Some of the readers of this chapter have read the story of the Tyrolese minstrel who taught a bullfinch to whistle the Marseillaise. The minstrel made a wandering tour through France, and he wanted to make a fortune by having his bird "trill the French National air."

He took the bird into an inner chamber of a deserted castle where no sound from the outer world could reach them. Taking his violin, he played the "Marseillaise." One hundred times a day he played the grand old tune without varying a note or pitch.

For one hundred successive days he played the tune, and one hundred times each day; and after these ten thousand repetitions of the tune, the bullfinch whistled it instinctively. The tune had become a part of the bird's nervous system. His very muscles and vocal chords had grown into the rhythm of the tune. He had formed the unconscious habit of breathing to the tune, and when he opened his mouth, he could not help whistling it. So you will find children under your charge who will have to be told over and over and over again to do some things and not to do other things; this will have to be done until they form habits of attention and concentration. As to the character of the punishments, the person, the place, the offense, the existing circumstances will have to be considered, and it depends largely upon the pupils and teacher. I have often been asked what I thought of "keeping in" at recess and after school as a punishment. It is used because our forefathers punished in that way, not because there is much good in it, but because it is an easy way out of a difficulty. A little boy who came late to school one morning gave a very good excuse for his tardiness. He had been "kept in" the evening before, and when the teacher said, "Sammie, you are half hour late this morning," his reply was, Yes, sir, I was half hour late getting home last night."

Pupils sometimes remain in poorly ventilated schoolrooms so long that their faculties become so dull that they could scarcely tell their own names. They blunder in their recitations and are required to remain at recess, and study their lessons. What they

really need is to run and jump and yell and get some fresh air and new life. A little skill in seating pupils sometimes prevents many offenses. When a teacher finds that pupils near each other will talk or otherwise interrupt the work of the school, then those pupils should be put farther apart. Private talks with pupils is more effective than scolding and lecturing, and teachers who punish the least will have the least of it to do.

V. *Closing Hour.*— The last hour of the day is usually the hardest time of the day, and is a critical period.

Children become tired in mind and body and therefore restless, and it is a hard task to hold them at that time, and give instruction from three to four o'clock, and yet the teacher can not afford to be lax in these closing hours. In towns and villages, and also in the country on pleasant days, the little ones should be dismissed earlier in the day than the older pupils. This will afford some relief to the teacher, and she can throw more power into the last recitations. During the last hours of each day teachers will find that on the character of the final recitations depends the success of the day.

VIII.

BLUE MONDAY.

The reader may think this a peculiar topic to treat, but the writer wishes to treat of topics which lie very near to the teacher's work. Out of my own experience and from testimonies of scores of teachers, and from the untold troubles of those to whom I have never spoken on the subject, I recognize that there is no day in the week that is more trying to the teacher than 'Monday." The other days appear like hours as compared with *Monday,* which sometimes seems to be as a " thousand years," and to a great many teachers it is *Blue Monday.*

Teachers will sometimes go to their schoolrooms on that day in anything but a proper frame of mind for the work. Since leaving the schoolroom on Friday they have passed through a variety of experiences — entertaining company, or perhaps being entertained; attending social meetings, shopping perhaps on Saturday — seeing hundreds of articles, all of which leave an impression upon the mind. Then comes Sunday with all its duties in the church, in the Sabbath-school and in the " Young People's meetings "— Sunday is the day Americans feast the most, and take the least exercise. These and numerous other things which are perfectly legitimate, have been experienced since the children were dismissed from school on Friday evening. Monday morning arrives. How

does it find the average teacher? Rested from the former week's work? Blithe and gay? Are the mental powers quickened and the faculties all alert? Are these the conditions in which you find the average teacher on Monday morning? Such conditions are required on the other mornings of the week, if the best work possible is done.

If the teacher enters the schoolroom on Monday morning in a state of mind entirely different from what it was the preceding Friday, it will be impossible to take up the thread of work where he left off, even if it were a proper thing to do. Not only the teacher but the pupils as well have been dissipating or attending to duties about home; their minds have been occupied in other lines, so that when Monday comes, the minds of teacher and pupils are in a chaotic state. It takes some teachers all that day to get into sympathy with their work, and they come out in the evening after having had many a conflict.

Every teacher knows something of "dark days" in the schoolroom — the spirit of evil seems to have taken possession of the whole school; everything goes wrong; every sound is piercing; the door slams; the ink spills; children laugh at nothing; visitors come and drive the teacher wild by talking in an undertone to each other; slates drop from careless hands; books have been forgotten and left at home; the spirit of misrule reigns triumphant. My suggestion to young teachers especially, is, "Do not lose heart, and conclude you are a failure as a teacher." Wait: another day of a very different kind is coming. Tuesday will be bright, and everybody will fall into line and

the week will pass swiftly, and by Friday you say to yourself, "Teaching is indeed a delightful task." What was the difference? I'll tell you. — On Monday, teachers are apt to notice every little transgression, and sharply rebuke every child that seems to be dull or frivolous or careless. A little fellow is called to stand on the floor, or receive some other punishment for a little misdemeanor, which on other days would not be noticed. A boy fourteen years of age said to his principal, to whom he had been sent one Monday afternoon for punishment, "I can get along all right in school every day except Monday, and I think my teacher is to blame for a part of my trouble. She lets her temper fly at me, and I fight back. If she would be kind, I would be obedient. On Monday she is always 'nagging.' If we do the best we can, she is always sorry we can't do better. She is always noticing the *wrongs* and never sees the *rights* we do. Somebody is always kept in on Monday in her room, so she will have some one to 'scold.'"

Now this possibly was a just criticism of the teacher. If once pupils get the idea that the teacher constantly finds fault, they will become hardened and unfeeling, and talking will have no effect. Scolding on the part of the teacher is weakness; it is lack of self-control. As frost kills the premature buds and keeps back the others, so scolding kills the tender emotions, and represses the better impulses. There is no enterprise in which investments yield so small a profit as that of scolding. The teacher who indulges in this business makes himself and all about him unhappy, without the hope of alleviation. It is feared

that many children suffer in their moral feelings from scoldings received at the hand of some teacher or parent. A blacksmith who was accustomed to scold his family quite freely and regularly, was, one day, attempting to harden a piece of steel, but failing after two or three attempts, his son, who had been observing the trial, said, "Scold it, father, scold it; if that don't harden it nothing else will."

No other day in the week requires skill to such an important degree as does Monday, and of all the departments which the whole business of teaching comprehends, that of self-control is the most important.

The great need of our schools is to find teachers behind the desks who have learned self-control. Teachers will fill their pathway with the worst kind of thorns, by being unguarded in their talk; they threaten when it is uncalled for, and they themselves get the worst of it, while their authority is scattered to the four winds. The teacher who frets over trifles shows a great weakness. A principal said to one of his teachers, who always seemed so calm and serene, "You never get angry, do you?" "Angry," said the young lady, "You don't know what storms go on within my nature."

Guard against any extra directions on Monday, yea, I would say guard against extra directions any day in the week. A county superintendent said: "What a foolish remark I made one Monday to my pupils. It had rained on Saturday, and on Sunday it had turned to snow and had frozen very hard all day and night.

"My schoolhouse stood on a hillside, and just below was a large field and a little lake at the bottom of the hill. The sledding was fine below the schoolhouse. The pupils would go down the hill and out onto the little lake. I said, just before dismissing at noon, 'The boy or girl who slides down the hill after the bell rings I will whip.' When I went to the door to ring the bell, fifteen of the largest boys and girls were sitting on their sleds ready to go, just as they started I rang the bell, and away they went down the hill and across the lake, while the echoes of the bell died away in the distance. Oh, what a blunder I made, and what an afternoon of whipping, all on account of two mistakes I made. First, saying they must not ride down after the bell rang, and second blunder was in ringing the bell when they were just ready to start down the hill."

Obedience in the schoolroom is essential, but it does not come by threats and commands, and that teacher who tries to control by such tactics will find a hard road to travel. Three fourths of all the woes and trouble the teacher experiences, he brings upon himself by something he says. Many teachers are surprised at their own failures, and yet do not know or learn the fact that they pave their way to failure by untimely remarks. What shall be done on *Blue Monday* to make it a success?

Review! REVIEW!! REVIEW!!! *Never Assign an Advanced Lesson for Monday.*— If you do, many of the pupils will forget where the lessons are, and come unprepared to recitation, and the day will drag. But what an opportunity for reviewing,— orally, or,

perhaps, partly written; reviewing that which has been passed over in the branches. Thoughtful repetition alone can insure a thorough knowledge of the subjects. Not a merely mechanical repetition of exactly the same thing, however; but repetition with a measure of thought in it which at each new doing or saying insures a clearer insight into the subject. One great fault in our teaching is that we go too fast over the branches. We are apt to think that children's minds grasp subjects as easily as do ours, and when we understand a subject, we are so apt to think the pupils do also. But they do not. There are always some in the class who need things made very plain, and that is a good quality. There are many things in the New Testament which would not have been made so plain to us had it not been for Andrew, one of the apostles. He was always asking questions of the Saviour, and while Christ made things plainer to Andrew and the other disciples, he also made them plain for us. Many truths were made richer because of Andrew's questions. So in every school there are Andrews who must have things thoroughly explained before they can understand the subject, and this is not a loss of time. Very frequently there are members of classes found who acknowledge that they understand subjects, when in reality they are not clear to many of the pupils.

How, then, shall we begin the work on Monday? — With music; with singing: that is the way the summer birds begin their daily life, and with a song they seek their food. If you are near a forest in the very early twilight, you will hear a chirp from some tall

tree where the first rays of the morning light strike, then a twitter among the lower branches, until in a few minutes all the birds in the woods are aroused, and a whole orchestra of song greets your hearing. As the daybreak brightens into morning the songs grow stronger and sweeter. Begin the morning with a song, especially on Monday morning have plenty of music. It prepares the mind for receiving truth. The better emotions of the being are quickened by beautiful songs. You say, "you can't sing," and would not dare try to lead the school in a song. Every school has one or more boys and girls who can sing well enough to pitch the tunes; they will be glad to do it, and the others will enjoy joining in the songs. "What will you sing?" Sing what the children know. Sing "America;" if all children who can sing at all can't sing "America," they have been wonderfully neglected, and it is time they were taught the national hymn. Every neighborhood has musical selections which everybody knows; sing those — *sing a great deal on Monday.*

"What else shall be done on Monday?" Review the class in arithmetic, and the classes in number work. Have you a class in fractions, give the class questions not found in your text-book in use, but problems similar to those and from some other text-book, or some you make yourself, which will be better still. This is the day in which to test the pupils, but that is not all. It is the day to test your own work, to see if the instruction you have given during the past week has been thorough and clear to the pupils.

The period for Arithmetic may be used and not

squandered in reviewing part of arithmetic passed over. It is a good plan to have pupils make problems for each other; this will add a double interest in the work. With those in number work the exercises can be varied — problems being given that seem to have life in them; viz., "If Mary (naming some one in school) goes to a store in town (name one) with 25 cents, and buys hair-pins for 5 cents, ribbon for 5 cents, a thimble for 3 cents, pencil for 2 cents, how many cents will she have left?"

Then, abstractedly, draw a square with a circle in the center. Place figure 4 or any other in it, and other figures around the square. Children will *add* 4 and 3; 4 and 8; 4 and 2, etc. Then the process of subtraction may be practiced, as 10 less 4; 7 less 4; 4 less 2, etc., and so with other processes. The figure in the circle may be changed a number of times. Children will be delighted with this kind of work. It develops the powers for thinking and observation. This work can be done by the individual pupil, or in concert, or both. The seat work, or busy work, as we call it in modern terms, may be put on the board, and the pupils' work on slate or paper. No discipline is needed when children have intelligent, busy work before them. Better to prevent disorder in a schoolroom by work than to cure cases of disorder arising from idleness. Preventing is more benevolent than curing.

Thousands would have died of smallpox had not Jenner dicovered the virtues of vaccination. Pasteur won great honors by his discovery of a remedy for hydrophobia; his discoveries for the prevention of disease among domestic animals and among silkworms

have saved millions of dollars for France; his name will be written among the greatest benefactors of the human race. To prevent a boy from becoming a criminal is far better than shooting or hanging him after he has become a criminal. The teacher becomes master of the situation on Monday, because he prevents disorder and idleness by giving plenty of attractive work. Busy children are happy children, and Monday may be made the happiest day of the week for them.

What shall be done in geography on Monday? We will suppose the lesson for the past week has been on "Pennsylvania," or any other state. One day you had the soil for the lessons; another day the rivers; another, the minerals; and still another, the animals or vegetation. Certainly the thoughtful, practical teacher would find the review of these topics exceedingly valuable. Have pupils write on blackboard or paper or slate, using such topics as coal, iron, salt, wheat, cotton, a city, or a river. It gives the pupil a chance to sum up what he knows, and nothing can please him more than to find out he has learned so much. The scope of the geography review on Monday is really unlimited in extent, and the most profitable day's work of the week may be experienced by teacher and pupils.

How about the review in history? Here is a rich field for review. Have you been dealing with early explorers and discoveries? Then you have much that needs to be repeated and reviewed in order that pupils may remember it. Monday is the day on which

to do this work. Give one the topic "De Leon" to write on; another, "Balboa;" let another draw a map showing the voyages of Columbus, marking the routes with dotted lines and his landing-places with crosses. Let one trace on the map De Soto's line of wandering through Florida and the other states to the Mississippi.

Have the lessons of the past week been on one or more of the Colonies? Then spend Monday retelling the stories of the settlements of Jamestown and Plymouth. Do you know some story found outside of your text-book about these colonies; tell it to the class on Monday. Let someone read or recite, "Landing of the Pilgrims," by Felicia Hemans; or the poem, "Jamestown," by Paulding; or Mrs. Sigourney's "Pocahontas." What a field for review in the literature of the colonies.

Spend a part of one Monday in the review of "dates in history,"— 1492, 1502, 1512, 1541, 1565, 1607, 1613, 1620, 1634, 1643, etc. Let pupils write a statement about each of these dates, or as many as they can, or let the pupils select their own dates, and write about them. Children are not expected to memorize dates by the quantity any more than they are to memorize the words of any text-book — either would be injurious to the mind. Children learn dates incidently and in the repetition of facts. In history, dates cling to the mind as steel filings cling to the magnet. I have frequently tested classes on this, and found them very apt in recalling scores of dates in history. In a wardrobe we have hooks and pegs upon which we

hang our clothes; in history we use dates as pegs and hooks on which we may hang the facts of history. Dates are as important in history as bones to the human body; indeed, we might say that dates form the bony structure of history and are important only in connection with facts. Monday is the day for reviewing the campaigns, settlements, wars, acquisition of territory, etc. Great, indeed, is the field for reviewing in the subject of history.

Then the physiology, and spelling, and reading, and other branches. If our time is all used in some such way as has been indicated, Monday will not be "Blue Monday," but, instead, it will be a red-letter day to your school. More work will be done on that day than any other, the time will pass rapidly, and one of the great bugbears of the teacher's profession will be removed.

I have read of a teacher who never tried to adapt himself to the conditions which confront every teacher on Monday, and to him that day was a continual conflict. He could not sleep Sunday nights for thinking of the morrow, and then he could not sleep Monday night for thinking over the campaigns and battles of the day, and then on other nights he taught school all night in his dreams, and arose in the morning unfit for the work of the day.

Troubles which never come are the ones which give us the greatest uneasiness; borrowed troubles are the ones which worry us the most; and in hearing some of the troubles of teachers rehearsed, one is sure to recall the old fable of the man and the foggy morning, which runs as follows: "As I was

walking up a mountain, very early, one foggy morning, I saw something on the mountainside so strange looking I was afraid; it looked like some huge monster. When I came nearer to it, I found it to be a man, and, behold when I came very near the man, I found it was my brother."

So with teachers; sometimes they see dangers in every shadow that passes; they try to cross the bridges before reaching them; they become frightened at things that have no existence, nor ever can have. If, instead of such worry, the teacher would spend more time in planning the work to keep children busy, how much it would promote the cause of education? Monday, usually so dull and gloomy, with machinery hard to move, can be transformed into a day of delightful instruction.

IX.

WHAT MAKES A TEACHER VALUABLE?

I. *What He Knows.*— To the question: What makes a teacher valuable? a great many answers could be given, all of which might be true, and yet it is best to try again and again to attempt to answer the question. Some one says, "It is what a teacher *knows,* that makes him valuable."

It is unquestionably true that the person intending to teach can not know too much; no one has ever failed for this reason, though I have read of a man who explained his failure in the high school work by claiming that it was because he was so well fitted for college work; I have also heard of a lawyer who was invariably beaten in justice courts because he said he had prepared himself with such completeness for supreme court practice. Allowing such persons all the credit due them, I still believe that no one was ever injured for good work in the schoolroom by having too good a preparation.

But many have a thorough knowledge of almost all branches and yet have not been considered valuable teachers. The knowledge of the subjects to be taught alone, will never secure success to any one. A teacher's knowledge of the subjects taught, and his general information regarding other branches of study, help to make a teacher valuable, but to know human nature is of more value.

There are successful lawyers whose eminence in the court room is based less upon their knowledge of the law than their thorough knowledge of human nature. The merchant studies his customers and soon learns their likes and dislikes. A skillful clerk will make a thorough study of human nature. To illustrate: There is in a large city a merchant who is a very pious man, and has scripture reading and prayer with his clerks before going to business in the mornings. He has this as a standing rule in his store: "Never make two prices for the same article." One day a lady came to buy a shawl. A number of shawls were laid on the counter, but they were not expensive enough. "We have other shawls," said the clerk. He brought other shawls just like the first ones, and doubled the price on them. The woman was delighted and took one. The owner of the establishment standing by saw the whole transaction, and said to the clerk, "Young man, you have broken our standing rule, and made two prices for the same article." "Yes," said the skillful clerk, 'I acted on the principle of the scripture you read this morning,"*She was a stranger and I took her in.*"

The successful teacher must know the characteristics of the individual pupil under her charge. "Instead of forty children acting like one child, she will find more likely each child acting like forty children." And to treat a class of forty pupils as though each of the forty were an exact mental, moral, and physical facsimile of the other thirty-nine, will turn out to be a wrong view of human nature. Children can not hide their natures, and the observing teacher will soon learn the bent of each individual mind.

The teacher makes a mistake who tries to suppress natural tendencies instead of guiding and directing them.

Human activities and emotions are natural forces, and can no more be destroyed than any of the physical forces, and that teacher is best who makes the most of the pupil's own particular genius, who lends his personal influence in directing the activities of the mind in proper channels. In the ordinary school an artificial course of procedure is followed, and a pupil may follow it and the teacher not know whether he is morally good or bad. Brandt, the terrible Indian chief who led the attack on Wyoming, was a graduate of Oxford, and it was said of him that in the preparatory school and college he gave no sign of the wicked nature that was in him. It is sometimes a matter of remark that the best scholar is the worst one, morally measured. In Yale college it was proposed some years age to make moral character an element to be considered in the distribution of rewards; this, while much discussed, was not done, however. The occasion of it was a young man who carried off the highest honors, and yet was known to be thoroughly bad.

It is not the province of the teacher to transform the pupil into anything unnatural, but his duty to make the character under his control self-reliant and strong in its own powers. Many a child who is celebrated for dangerous fits of temper at home becomes entirely transformed under the influence of a kindly teacher who knows something of human nature. It is well, when the pupil disobeys, for the teacher not to be troubled, or to show to be disconcerted in the least.

A teacher had a boy who was rude and troublesome; she called him to her desk; he came, and while standing about a yard away she looked him steadily in the eye, then she said, coolly and slowly, "You may take your seat." That boy felt his teacher's mental force; it troubled him. After school he came up, and said, "I don't see what you called me up for; I haven't done anything." Now for the tact. She looked him coolly in the eye again, and said, "Come here again to-morrow; I have nothing further to say at present." At that time she had him in a state of mind where good judgment made him a helpful friend, and when he appeared the next day he came trembling before that teacher. He felt her power. This and the teacher's influence must be supreme. A mother who met the children's teacher, said, "How do you get along so well with Jennie in school? She has never minded me well, and I have so much trouble with her, but I never hear any trouble with her at school. I wish you would tell me how you manage her." Hear an ideal teacher's answer. "I always expect Jennie to obey me, and she does." "But," said her mother, "don't she refuse to do her work when you give it to her?" "I take for granted," said the teacher, "that my children are going to do what I ask them. Time enough to watch them when they fail to do the work. But they do *not* fail. I should not want to be watched and suspected if I were in their place, and so I let them see that I believe in them." The mother went away puzzled but feeling certain that if this teacher should ask her to do anything with that bright, confident way of hers she should certainly do it.

There is a constant force in that teacher who studies her pupils. Often the smallest act on the part of a child will stand as a key to the child's whole nature, and by it the teacher can judge what is best for the child, and on that lay the foundation for a most valuable life.

II. *What He Can Do.*— Some persons affirm that "a teacher's value is determined by what he can do." Mr. Browning's estimate of a man or woman lay in, "not what they refrain from, but what each can do." This is also the Bible judgment. The man with the one talent began to make excuses, but the master criticised him for what he had not done to make the world better.

There is a great difference between knowing a thing and being able to do it. This applies with peculiar force to teaching and other professions. A physician who can not set a broken bone or cure a case of simple sore throat will not inspire much confidence in patients. The physician in Robner's Satires could always tell at once the Greek name of a disease, but was never able to suggest a remedy or a cure. If a teacher can not give satisfaction in the most elementary phases of his work, what guarantee is there that he is doing wonderful things in matters too elusive for any human tests.

The great masterpieces in painting, sculpture, architecture, and music reveal perfection in the smallest and least essential elements. It is right that teachers should be asked to produce certain evidence of certain results, and to be able to give certain reasons for the things they do. To arouse and develop the moral

elements, to get into sympathy with the children, to get a strong hold on their inner life and strengthen the character so that it becomes self-controlled, is far more than ability to give good lessons, and when the teacher puts her actual self into the task, it is no longer a task but a joy.

"He is a good teacher, but can not control his school," is a criticism we hear so often. Can a teacher be valuable and lack the power to govern? More complaints are lodged against teachers for being unable to govern their schools than all other causes combined. The patient, cautious, just teacher has no trouble in governing children. They yield readily to a clearheaded, kindhearted, resolute person who knows what he wants, and takes proper steps to secure it. And the first step toward becoming a good disciplinarian is to have a proper idea of what to do. A teacher without a purpose is like a ship without a rudder,—simply drifts with the tide.

How great is the work of the teacher! Who can measure its effects upon the children, upon communities, or upon states?

Not many years ago a young man was called to be principal of a school in a village. He was a bright young man, and was capable of something higher, and people wondered that he should bury himself in such an isolated place, since there was no intellectual life or movement in that community. The town boys had been content to get a little learning, and then drift off into any work that offered. The people felt that "schooling" at the academy was enough for their children. No one had gone to college from that place

for years, and all inspiration to do work of a high grade was lacking. But in two years' time the young teacher had worked a revolution among the people and the pupils. The whole community was aroused at the success of the school. Pupils flocked in from the country, and the school grew so large that two assistants were necessary. The teacher had effected an "educational revival." But the crowning triumph in the eyes of this earnest, devoted teacher, was the desire for a higher education that he had aroused in three boys who prepared themselves for college under his instruction. This was but the beginning, for other boys, fired by the example of the three who went away to college, desired the higher education. The whole community seemed to acquire a thirst for knowledge, and right on that point we are lead to say that too many young people finish their school life without having acquired any thirst for advanced educational advantages. In the broad fields of knowledge they seem to see nothing they care to obtain, and they go out into the world with no serious thought that the school is only the ante-room of education.

The teacher, therefore, who does the greatest work is the one who inspires, by his presence and useful knowledge, others to acquire higher ideals and broader views of life as well as the best, practical education.

III. What He Is.— Someone affirms that "*What a teacher is*" makes him valuable,— what he is intellectually, physically, morally, and socially, to which might be added, his training as a teacher. Someone has also said that a teacher should be "affable, benevolent, courteous, deserving, exacting, firm, genteel,

humorous, industrious, judicious, kind, lenient, modest, noble, observing, prompt, quick, robust, skillful, true, unfailing, vigilant, warm-hearted, youthful, and zealous; but to this definition, long as it may be, should be added that a teacher should be a gentleman or lady in the broadest sense,— a person may have all the characteristics I have named and yet be unfit to teach. The teacher may lack the most of them and yet be a great power in the schoolroom. The living example of the teacher is more potent sometimes than much learning, for it does not make so much difference what a child learns as from whom he learns it. We can not estimate the influence of the surroundings upon children. We know that in the plant life, that without rich soil, pure air, the heat and light of the sun, and the moisture of dew and rain, no plant will live. We know that if we throw a pebble into a lake, although the waves it creates may be small, yet they will exert an influence until they reach the shores. They may be met by other waves and be modified, yet the effect is entirely obliterated. "A cloud arose in the west, the wind directed it eastward and blew down an acorn, the cloud poured it rain down on the earth, the acorn received a drop; it in turn quenched the thirst of a little bird; it in turn plumed its wings and flew upon a little limb beside a window and poured forth its tender and joyous carol, and thus gave inspiration to the poet to indite a joyous chant that has cheered and comforted thousands of human beings." The mountain dweller does not know that it is nature that has made him a lover of liberty and of home, yet observant historians say this is the work of

nature. But personal influence is much greater than the influence of nature upon mankind, for it is as wide as the infinite itself. And so in the schoolroom, the garden of human plants, there should be found all the elements which will develop strong and beautiful characters. We partake more or less of our surroundings. None of us are responsible for our early surroundings. One child is born and reared in a good home, where it breathes an atmosphere of purity and refinement. Another child is born in a hovel, in the midst of vice.

The responsibility is very different in these places, because of the different environments. The teacher has nothing to do but recognize the difference, accept what comes, and mold the best character possible out of the material. Nourish the good, and through the influence of the teacher shape and control the thoughts and feelings of those who enter the schoolroom. The schoolroom must cultivate the whole nature of the child; not only the intellectual but the æsthetic and moral as well. Whenever a boy has learned to be conscientious in the matter of clean hands, hair combed, and polished boots, then the teacher has a boy who has laid a good foundation for gentlemanly manners. His surroundings have begun to be felt, and he is building in a manner that will be felt in later years.

A gentleman advertised for a boy to assist him in the office, and nearly fifty applicants presented themselves before him. Out of the whole number he selected one, and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy, without a single recommendation?" "You are mistaken," said the gentle-

man "he has a great many. His manner is worth a hundred thousand dollars to him. He wiped his feet when he came in, and closed the door after him, showing that he was careful; gave up his seat to that lame old man, showing that he was thoughtful and kind; he took off his hat when he came in, answered my questions respectfully, showing that he was polite; he picked up a book I had purposely laid upon the floor, and replaced it upon the table, while all the others stepped over it or pushed it aside; and he waited quietly for his turn, instead of pushing or crowding, showing that he was honest and orderly. When I talked with him, I noticed that his clothes, while not made of costly material, had been carefully brushed, his hair in nice order, and his face clean. When he wrote his name, I noticed that his hands were clean, and not dirty, like that handsome little fellow's in the blue jacket.

"Don't you call those things letters of recommendation? I do; and I would give more for what I can tell of a boy by using my eyes ten minutes than all the letters of recommendation he could bring me, and I repeat that this boy whom I have chosen has manners that are worth more than a hundred thousand dollars to him." That boy had inherited good qualities, and those nourished by the influence of some valuable teacher had made him first in the list of applicants. "What a teacher *is* makes him valuable." The sentiment is a good one. A school is likely to be shaped by what the teacher *is* more than by any other influence. To train up a child in the way he should go, it requires that the teacher-trainer should walk in

it himself. The teacher's influence over children is greater than that of the parent, since it comes from a wider field, and hence more powerful and more continuous, like the influence of the sun upon the earth; it is greater than the minister's, for he deals with those whose habits are formed, while the teacher deals with those who are in the formative period, and if the teacher is endowed with good judgment, a kind disposition, a good mind, and crowned with a good character, he will be able to acomplish wonders. His life is an open book,— a guide for those under his care. He is a born teacher, and loves the work because he sees those under his care growing into real men and women. I believe in the young person who is proud of the profession, and works as if the fate of the whole world depends upon him, and not be ashamed to teach, as did a couple of prominent ladies, who, when they went to spend a season at Atlantic City, asked the proprietor of the hotel that the fact be kept a profound secret. How often do teachers speak disparagingly of their own profession.

There is no discredit in being a shoemaker, but there is in making a bad shoe. It is not the labor that dignifies the person, but the person who dignifies the work. After Epaminondas, a Grecian general, who led the "Sacred Band" in the battle of Leuctra which placed Thebes at the head of Greece, had gained the great victory, his enemies, who were in the majority, elected him the public scavenger of the city. The noble-spirited man accepted the office, saying, "The place does not confer dignity upon the man, but the man on the place."

I have read that those who heard the speeches of the great Lord Chatham always felt there was something finer in the man than in anything he said, and there are teachers whose very presence does more for the children than the instruction of many a brilliant educator. Without this personal influence and power, the general upon the field of battle, the lawyer before the jury, the minister in the pulpit, and the teacher in the schoolroom, must expect defeat. A lady teacher, when asked what she considered the happiest moment of her life as a teacher, replied, "When a young man about to enter the minstry said to me, 'You made me what I am! It was not so much what you said or what you did, but what you *are* that gave me new ideas of life and life's work.'" The example of many teachers is no doubt the chief element in shaping many destinies. The benedictions of many good teachers have fallen like the mantle of a prophet on thoughtful children, and as long as that influence lives they will have a foretaste of the life which is to come. "You made me what I am"— was that not a tribute worth recalling? Such a teacher saw beyond the text-book; she was an unconscious worker, and her vision was not limited by the horizon of the subjects she taught, but in her work she builded three tabernacles,—one for the pupils, one for the teacher, and one for Him that is a friend of all children and Teacher of all teachers.

X

PRACTICAL CHILD STUDY.

WHAT Richard III said of himself on a memorable occasion may be said of us all, namely, that "we come into the world half made up." Among other things we lack are teeth, the power to walk, and the power to talk. The colt or the calf, when a day old, can frisk about, and it apparently knows more about the world at that age than the child after he has dwelt upon the earth for a year.

During the first years of a child's life impressions are being made; "it doth not yet appear what he shall be," but we know that the perception is developing, and he is able to distinguish persons, to measure height and weight, and to take delight in color and sound; he perceives that he is not so tall as his little brother, that a red apple is more pleasant to the eye than a green one, and that there is something in music that thrills his soul; and yet he may not be able to tell how he knows any of these things. At first confused images were presented, but as they grow clearer, he begins to compare and discriminate. By his observation of the big world about him, he begins to feel other powers developing in him; he remembers the dog's name, he knows a book from a box, he chooses the biggest piece of cake on the plate. This shows that discrimination begins at a very early age. It is astonishing also how early the individual traits and peculiarities of dispositions begin to show them-

selves, and his temper to be apparent,— whether he will be ill-tempered or mild, obedient or obstinate. During the first years he is accumulating experience, and a multitude of sensations are being stored in his little memory. He discovers that the fire burns, that the wind blows, that the sun shines, that it grows dark at night, that he gets hungry, that over-eating causes distress, and often leads his parents to give him disagreeable medicine. He soon becomes a marvelous reader of human nature, he learns how to move his mother and how to persuade his father. The child that does not know, when it is two years of age, which of its parents is most easily imposed upon, will never amount to much.

Maurice and Harry had been rude to their mama. She put them to bed earlier than usual, and then complained to their papa about them. He started up the stairway. They heard him coming. "Here comes papa," said Maurice, "I shall pretend to be asleep." "I shan't," said Harry, "I shall get up and put something on."

At a very early age the child studies the cause and effect of things, and sits in judgment on the actions of others.

Little Charley had been very naughty, and was imprisoned for an hour in the kitchen wood-box. He speedily began to amuse himself with chips and splinters, and was playing quite busily and happily, when a neighbor entered the house by the way of the kitchen. "Charley," she cried, "what are you doing there?" "Nothing," said Charley, "mama's just been having

one of her bad spells." His father said to him on one occasion, "Now, Charley, I have whipped you only for your own good. I believe I have only done my duty. Tell me, what do you think, yourself?" "If I should tell you," said Charley, "you'd give me another whipping." With all his faults, this Charley had a vein of sympathy in his nature which manifested itself often. For instance: one day he and his younger brother, Arthur, had been seated at the dinner table, when Charley saw but one orange on the table, and immediately burst into a wail that brought his mother to the scene. "Why, child," said his mother, "what are you crying for?" "Because there ain't any orange for Arthur," said Charley.

How early in life, children learn the art of imitation. This is shown in speech, in manner of walking, in the tone of voice, in the expression of the eye, or by a single gesture. Sometimes this imitation becomes ludicrous. A little boy who had attended class-meetings a number of times at the Methodist church, gathered a lot of his associates about him for the purpose of holding class-meetings under a shade tree. He was only five years old, and gave the first testimony thus: "Brethren and sisters, I have been a humble follower of the Lord nigh unto thirty-five years, and regret that I did not start in the good way sooner. Pray for me." Is this not an echo of a testimony of some good Christian you have heard?

We are prone in our mature self-conceit to think of the children as the embodiment of ignorance, and yet if we listen to their words, we will often be struck with the clearness of their insight. They sometimes

touch upon the deepest problems of human experience and of our relations to the divine. A little girl, when she heard the minister say in his sermon that "Satan was the wicked one running around to destroy the good," and then heard him say in the same sermon that "God could do all things," asked her mamma, "Why don't God kill the devil and then there would be no evil one?" The most real longing and need of the soul was expressed by the same little girl, when in her prayer she said, "Lord, love me when I am naughty."

Children are very human; they don't conceive that it is necessary for them to be cautious to avoid giving offense; they haven't learned the conventionalities of society; they have not learned to say, "I am delighted," when they have been bored to death; to say they love books and their teachers, and to sit quiet and unprotesting when their parents make statements about them that the children know are not quite straight. The child sees things just as they are, and even their faults are frequently our faults repeated.

Being very human, children speak out what is in their minds and hearts. "Why don't you sing louder," said the teacher to a boy. They were singing, "I want to be an angel, and with the angels stay." The truthful boy replied, "I am singing as loud as I feel." He was a hale, hearty, ruddy-faced boy wrapped up in marbles, shinny, and baseball, and he had no longing for an angelhood, and so he was singing as loud as he felt.

There is a sort of complacency found in children,

however, which is inseparable from ignorance. A little four-year-old said, "Aunt Fannie, is God very good?" "Yes, very good," said Aunt Fannie. A pause, then the four-year-old asked, "Is he gooder than me?" "Yes, better than anybody in the whole world." After pausing for a moment, the child said: "Maybe, Aunt Fannie, you don't know how good I am." A grown person would never have said that. Big people only talk about the sins they feel themselves free from, hoping to be credited with an extraordinary degree of Christian humility. People would be disappointed and become angry if taken at their word. I wonder how Paul would have felt if someone had said, "Yes, Brother Paul, we have known all along that you were the chief of sinners."

When we are commanded to "become as little children, it does not mean in every respect, for children are selfish and wayward. The essential virtue in children which we are to imitate is trust." The child believes implicitly in what we say. If you tell him there is a pot of gold at the end of the rainbow, he believes you, and is ready to set out for the prize. It is this trait of trust that we are to imitate. A little girl heard that the church people were going to meet together to pray for rain during a long drought. She was the only one who carried an umbrella to church, and she was the only one that escaped a drenching. She set an example of faith and trust that people were to follow. We do childhood a wrong when we think or say that they must lose all their trust when they grow larger and wander away from their childish faith.

It should be recognized that children are morally undeveloped just as they are physically or mentally undeveloped. Because a child lies, it does not follow that he will lie when he gets his moral growth. I remember the child at the age of five who was a moral monstrosity. He would deliberately kick or strike another with whom he was playing, and apparently without any cause. His parents did not take the matter seriously; they looked upon these little acts as incidental to his life, since with them he was lovable and obedient. To-day that child is a well-grown boy, who is teachable, and there is no trace of criminal tendency in him. We should no more expect a child to be fully developed in his conscience and affections than in his body or his mind. It is not to be forgotten that good has been inherited with the evil, and to foster the good is the burden the parent takes up and ought never to lay down. The tremendous responsibility resting upon parents and teachers can not be expressed in words. Ages ago the birds picking up their food by the river bank left their tracks in the soft mud. To-day we can see those tracks in the solid rock. So it is with the child. The impressions made now will remain as clearly and as permanently defined as the tracks in the rock; for, as someone has said, "The child's mind is wax to receive, but marble to retain." A child is apt to show more temper than a grown person, and we are astonished at times to see what little things will anger it. A little three-year-old said, angrily, "Opy the door," and accompanied the command with a kick against the door. It was opened, when she said, as

she entered in an angry mood, "When I say, '*Opy the door,* OPY THE DOOR.'" In this act was shown that domineering spirit which is as natural as Satan himself. But then we must not conclude that the child will be satanic when fully developed.

When the child by his evil nature is led to commit his first theft by taking an apple or cake, the parent must not think that this is a sign that he will be a thief and a robber when he is grown. I know there is an old saying so oft repeated, "As the twig is bent, the tree's inclined," and people try to twist the saying into the indications of the man as found in the child; but if the child has been carefully studied and directed by the parent, he need not grow into a monstrosity.

The will power is early developed, and hence for a time the training of children proceeds just as it would with the lower animals. Some great philosopher says, "You can not cure a dog of committing depredations in the cellar by punishing him in the barn." So in the line of punishments as an end to training, there must always be some relation to the offense; in other words, the punished child should always know for what he is being punished. He is not a mere "Jack-in-the-box" to be pushed aside and to be played upon by all sorts of whims. His interests are as many sided as the civilization into which he is born.

To watch the different powers develop in the child is one of the interesting things of life. The powers are not strong at first, but by exercise, they gain strength daily, just as a physical power is developed.

If one of the arms were fastened to the side and not allowed to move, while the other was given full exercise, the free one would grow to full size, while the one held fast would gradually shrink and perish; it is the same where a faculty is neglected or any emotion of the child is stifled. It becomes the duty of every parent, therefore, to give the child's powers the greatest liberty compatible with proper training. Children will become self-willed, disobedient, and unreasonable, unless they are properly trained; and there are parents and teachers in the world who are as unfit to train children as a cannibal is to teach morality. This has been the case since the early ages. Old Eli, of the Bible, was a good man, but he allowed his two sons, Hophni and Phineas, to do just as they pleased, and "they made themselves vile." David was a good man, but he allowed Absalom to run the household so long, that, after he became a handsome man, he wanted to rule the whole kingdom, and died in the attempt; and there are parents in this day who allow juvenile inclinations to predominate, and their children go to the bad. There are children who, indeed, are to be pitied, because they have never had any restraints placed about them. Someone said of Mr. Skinner, the congressman, that "he is very careful about his children." "Yes," said a neighbor, "he is trying to bring them up in the way he should have gone himself." Poor children! if untrained, they soon lose all sense of inborn obligations and care little for anyone but self.

Among the passengers on a Pullman train was a woman much overdressed, accompanied by a bright-

looking nurse girl and a self-willed boy three years old. The boy aroused the indignation of the passengers by his continual shrieks and screams and vicious actions toward the nurse girl. He tore her hat, scratched her hands, struck her in the face,— all this without any remonstrance from his mother. When the nurse girl manifested any firmness, the mother scolded sharply. Finally the mother laid her head against the back of the seat and went to sleep. About that time a wasp came sailing along and flew against the window where the boy and nurse sat. He tried to catch the wasp. The nurse caught his hand, saying, in a motherly way, "Harry mustn't touch it; will hurt Harry." He screamed and began to kick and strike the girl. The mother, without opening her eyes, said, "Mary, let him have what he wants." "But ma'am ——" said the girl. "*Let him have it at once.*" Thus encouraged the boy clutched at the wasp and caught it. The screams that followed brought tears of joy to the eyes of the passengers who had been watching the little episode. The mother raised her head, and said, "Mary, let him have what he wants, at once," and Mary said, hurriedly, "He's got it, ma'am." How many children there are spoiled by parents who are unfit to be called parents. But all mothers are not like the one described, or our race would soon be one of desperadoes. Indeed, I hope she is an exceptional one.

A short time ago I had occasion to travel over the Pennsylvania Central Railroad. In the same car in which I rode, I noticed a party consisting of a lady and a gentleman, with a little child and its nurse.

They were evidently a good family, and of such appearance as to attract attention. I naturally wondered who they were, but never found out, but I saw evidence of a sensible mother. The nurse and child were seated directly in front of the parents. After traveling for several hours, the mother reached over and took hold of the child, lifted it over the seat onto her lap, put the child's arm around her neck, and its face up against her own, placing her arm around the child and holding it close in her embrace.

Not thinking where we were on the road and what was before us, I wondered why such attentions, just at that moment. While thus musing, we shot into the long tunnel at Gallitzin. Darkness covered us for a while and then light flashed out of darkness, and I understood it all. The mother, with good maternal sense, knew the train was approaching the tunnel, and feared that her child might be frightened, and so took her into her arms while in the darkness. Nor did the child, by a single sound or movement, show that she felt alarm. The warm embrace of the good mother killed all chance of fear in the child. If all mothers were like this latter one described, we would soon have a race of the greatest, and most intelligent people on the earth.

One of the most singular hallucinations of a vast number of parents is that they should try to bring up their children according to certain theories, even when the theories do not fit the children. Look among your friends and see if you don't know of mothers practicing methods which have come down several generations, or a method they have gotten from a

book. One mother who did not know the difference between a book baby and a real one, who was amused with the fun in "Helen's Babies," gave her children all the cake and other dainties they wanted, just as "Budge and Toddy" had them in the book. She did not pause in this until she had buried two little ones and the third one was seriously ill. "Now," said her husband, "we must begin to take care of the child's diet. We always thought children should eat just what they wanted, but the doctor said our children would not have succumbed to the scarlet fever, if their digestive system had had greater reserve force."

A few years ago, one of the leading journals described the life of a boy not yet four years old,— the son of a wealthy widow. According to the description, the boy had a nurse who cared for his body, another person who attended entirely to his clothing, still another who was his governess. He had a riding master to drill him in athletics, and the best physician of the city came to see him once a week. The wealthy mother was determined that her boy should have all the advantages of a well-trained body. She spent her time in going from one reception to another, and saw her child only at long intervals, and never at night. The boy, with all his training, developed into a self-willed, ungrateful boy, strong in body, but with emotions undeveloped. Oh, how much better it would have been if he could have felt deeply a mother's love and a mother's care. If hourly, he could have laid his face against that of his mother without reserve or hesitation, how much innocence he

would have developed, and how much strength of character he would have gained! It seems a pity that any child should be separated from the love and trust and confidence which God implants in his very nature.

Too many mothers leave to servants these significant moments of their children's lives, lovely to mothers if they will enjoy them, and priceless to the growing character of their receptive powers, if taken advantage of.

If we wish to know how to treat a plant, we must know the conditions of its healthy growth: what soil it needs; what culture at first, and all along during its growth. And how much we need to study the child, his characteristics, as well as his mind and his environments. How much we need to give him some of our time. A boy went to a neighbor for advice about spending a dollar which he had for Christmas.

The man said, "Why don't you ask your father for advice?" The boy stammered, and said, "I — I — I — am not very well acquainted with him." Doctor Palter tells of a young man who stood at the bar of justice to be sentenced for forgery. The judge had known him from childhood, for his father had been a famous lawyer, and had written the most exhaustive treatise on "Trusts" that was in existence.

"Do you remember your father, whom you have disgraced?" asked the judge, sternly. "Yes, sir," said the young man, "I remember him very well. When I used to go to him for companionship and advice, he would say, 'Run away, I am busy.' He was writing a book. He finished the book, but neglected me."

Having looked at some of the early traits and char-

acteristics, I come now to speak of what we should do for these powers and dispositions.

There are many parents who teach their children, but do no training, for training is not only teaching children, but following this by practice.

When Oliver Wendell Holmes was asked when the training of the child should begin, he said: "One hundred years before he is born." If that be true, then we are training a race which will do good or evil a hundred years to come, and we live not only in this century but in the centuries yet to come. When Napoleon drew up his army under the shadow of the pyramids of Egypt, he said: "Remember, soldiers, that from yonder heights forty centuries look down upon you," and from the pyramids of opportunity we look down on the ages to come. Our part in the destinies of the unborn millions is a sublime one.

Who is to do the training and when shall it be done? Certainly you would say, the parent and the teacher. No opportunity should be lost to train the children under our care. At the table is a good place to study the child and train it. We regret that business necessities and family cares so often make the breakfast a hurried meal. In too many families the breakfast table is like a lunch counter at a railroad station, where everyone eats and runs. The secret of the parents' power is to have companionship with the children at the table. If there is no one to direct the children at the table, how can we expect them to be mannerly and well-behaved? How many embar-

rassments could be prevented if parents would take a little more time for training children in table etiquette. It is the small boy who tells things which turn parents' hair white, and the table is the favorite theater of his activity. Not long since, in the presence of distinguished company, a bright little boy peered over into a dish at the head of the table, and exclaimed, "What a little bit of a chicken for so many people to eat." The company smiled, the parents tried to quiet him, but like Banquo's ghost, "he would not down," and exclaimed, "I wonder if that is the one that was sick?"

A boy who has not been properly trained is an uncertain quantity in the presence of company. Even in the best of families, where children have had proper training, someone will at some time embarrass the parents. A story is told of a minister who was taking "tea" with one of his parishioners, a widow who was a worthy member. At the table was the minister, her small boy, and herself. She said to the pastor, "Will you have a piece of pie?" "Not any," said he. Then she turned to her little boy, and said "Will you have a piece, Robbie?" "No, mamma," said Robbie. "Why," said the minister, "I thought all little boys liked pie." "I do," said Robbie. "I could eat the whole of it; but mamma said if you did not take any, for me not to, and then we would have a whole pie when her dear friend, Mr. Jones, comes to-morrow."

Obedience.— In the study and in the training of

the child we shall find that it is better to train the child's will than almost any other power. He may alter his mind as he grows older, but his will power will not be changed, hence the importance of teaching and training a child in obedience. Everything in nature that amounts to anything obeys certain laws of growth and development. Everything in art obeys. Coaxing and hiring a child is not governing him; he must be conscious of authority, if he ever amounts to anything. The hardest and at the same time the most valuable lesson the child ever learns is to obey. One of the first things we are told about Jesus is that "he was subject to his parents." And then the narrative afterward goes on to say that "he grew in wisdom and in favor with God and men." Obedience is the kernel of consecrated life; it is greater than geography, and reaches higher than arithmetic, and is a thing the child must learn at the beginning of life.

The future study of the child will deal more particulary with his moral nature. In order to do this properly, the home and the school must be brought into closer relationship. Parents and teachers should be well acquainted. The child is the one to be benefited by the acquaintance, and the study of the child by both parent and teacher is the one thing needed to-day to make our educational work of the greatest value. Study the child and adapt the training, and this great nation shall be led by the child. Christ said, "Suffer the little children." "The more we think of children, the more we are like the Di-

vine; the less we think of children, the more we are like savages." A star led wise men to the Child in the manger, and a child will lead wise men to Christ.

We talk about the possibilities of a grain of wheat; about the possibilities of science and art, and the possibilities of human discoveries of all kinds, but nothing compares with a child in its infinite possibilities.

The child is the most valuable thing in all this world, because of its possibilities. "Only a child!" One might as well say, "Only a little blue egg;" but within that frail shell sleeps the robin. "Only a trickling stream;" but other trickling streams will flow into this one, and with tremendous force, turning wheels and spindles, it will rush on to the sea.

It might have been said of John the Baptist, "Only a child;" but that child presently, as herald of the King of kings, would stir a nation, calling it to repentance and righteousness. It might have been said of Abraham Lincoln, "Only a child," but that child soon, by a master stroke, would break the chains of slavery, and set a downtrodden race free. "Only a child," but the child is the man of the future. Alexander and Cæsar, in all the proud possession of unlimited regal sway and in the pomp and splendor of their unequaled power, were as incapable of self-protection as they were incapable of obtaining their very life's food. Napoleon, Gladstone, and Lincoln, with all their might, intellect, and force of character, were once helpless babes; and Morse, Franklin, Fulton, and Edison were once carried in the arms of a

mother, as helpless as wax dolls, and yet see what they have done, the miracles they have wrought, and the achievements they have won. How much of this success and subsequent glory depended upon the loving, tender care of the parent when they were just entering the long plane of life! Every teacher who to-day looks into the faces of children, may be gazing into the windows of a mind that will one day startle the world. A thought may be aroused which will develop into an idea, and that into an achievement that will shake to its very foundations the whole fabric of intellectual power.

XI

SCHOOLROOM HUMOR

To the majority of people, perhaps, a schoolteacher's life appears dull and monotonous and uneventful, but to one who is apt to look upon all sides of life this is far from being a fact. The teacher who spends some of her time in studying the humorous element in children will develop characteristics which will be a power to her. In no place is a greater variety of dispositions, temperaments, and human character found than in the schoolroom.

Most boys whom the teacher meets are careless, irresponsible creatures, but there is a fund of genuine humor in the average boy.

The majority of girls are careful, modest beings, who are more serious in their school work, and yet enjoy the wit and humor of the schoolroom as much as do the boys.

If you consider the list of your friends, it will not take you long to discover that the ones you like best are those with a sense of humor wrapped up in their natures. If you are getting up a picnic or party, the one who possesses the greatest sense of humor is the one you first think of inviting, for that one will help entertain the whole company. Whether it rains or shines, or if anybody else is cross, you are sure there will be one who can and will extract fun out of the dreariest proposition, and the first thing you know

she has set everybody else laughing at her droll sayings. If that person is a teacher she will see enough of the ludicrous in her daily school life to make her work a pleasure. There are teachers who look so sad and sour that their pupils feel as if they were attending a funeral instead of school. Such teachers wall themselves in from all feeling; they never unbend, but school themselves to withstand every sign of feeling, and seem to labor to inject gloom and wretchedness into their work. A few teachers are like the Puritans, who required their children to sit in the corner all the Sabbath day, not allowing them to talk or laugh. Often, no doubt, the little bodies were aching from inactivity and longed to be out to enjoy the beauties of the world, but that was against the Puritan law of the home and they must sit and meditate.

The thought of the Puritanic ways and methods reminds one of the fish-peddler who was urging a hungry-looking old horse along the street with heavy blows from a large club and all the time crying out: "Herrin'! Herrin'! Get your fresh herrin'!! A man, seeing him, took pity on the old horse. "Here, man!" he called to the peddler, "have you no mercy?" "Nope," was the answer, "nothin' but herrin'!"

A teacher who never allows her pupils any recreation or relaxation from hard work, but tries to make childrens' lives one "grave yard of dead hopes" is out of place in the schoolroom. Every school should have a few minutes for the opening exercises in which a variety of subjects may be discussed. It is a good thing for the teacher to be searching continually for

that which will interest children. This may be along the line of nature study, such subjects as the different grains, fruits, wood, minerals, or animals being chosen and full and free discussion being allowed. Here is a field of work for a term if the teacher is a learner and investigator. The advantage of discussion is that it awakens thought and cultivates a spirit of investigation. Children will develop a power for conversation through the morning exercises. A little girl who was too ill to go to school was grieving because she would miss the nature study lesson. In order to comfort her her mother said, "I will tell you a story." The little girl listened, but did not enjoy the story. "Mama," she said, "you tell me what you have read about things, but Miss Margaret tells us what she knows about things."

Children are queer beings, after all, and sometimes will surprise the teacher in charge by some precocious remark, or by showing the densest ignorance. Occasionally a child taken off his guard will give a ridiculous answer. This fact was demonstrated when a teacher was instructing her pupils in the beauties of nature. "Children," she said, "look out of the window, see the beautiful world—the sunshine, and blossoms and fields and trees; everything decked with beauty. Now, this little boy in the front seat—he hasn't been here before. Can you tell me who made all these beautiful things that we see?" "No, ma'am!" said the little stranger. "I don't know; we've just moved here!"

Morning Exercises.—One teacher's particular fad for the morning exercises was Scripture quotations.

Some she wrote on the boards, and to those children who could not read she taught them orally. Among her children was a little black, curly-headed pickaninny, who after many attempts and failures had learned to recite those words of the Master, "It is I, be not afraid." When the little fellow arose to give his verse one morning, he turned an ashy color with stage fright and, his voice full of tears and trembling, he said, " 'Tain't nobody but me, don' git skeered."

This teacher said to her school one day, "I wish each of you to learn to-night a quotation which you can repeat to me to-morrow morning. It may be from the Bible or from any other books, so long as it is good." One pupil who had not been out in the world much, but had grown up rapidly until she was the largest girl in school, while she swung herself about, said: "I love them that love me and they that seek me early shall find me."

To vary the exercises some teachers have children sing solos. To those who can sing well this is a valuable exercise, but frequently children who cannot sing well, but who do not know it, volunteer to sing. In a school in a country district, a little girl asked permission to sing a new song, saying she knew it "perfect." The teacher granted her permission and the next morning she sang. The exercise created much merriment among the children, for

When Bessie rose to sing her song,
  All in her finest dress,
Two things that went a trifle wrong
  Debarred complete success.

Her hands were clean, her face was fair,
  Her voice was like a bird's,

But she didn't really know the air,
And she quite forgot the words.

All Work; No Play.—Some teachers have nothing in their schools but sad countenances bent on heavy labor. No wonder a little fellow who felt the pressure of his teacher's frown wished to move to a city where someone had told him there were not enough schoolrooms to accommodate the children! Walking in my garden in the springtime I observe that the stalks of corn have their cups turned upward to catch the dew and refreshing rains. Children have their faces upturned, ready to receive words and smiles of approval, but instead their lives are dwarfed by frowns and words of condemnation.

At the mouth of the Gulf of Mexico are two currents—one great warm current that sweeps across the Atlantic and bathes the shores of Europe and carries the fig, the olive, and the grape wherever it goes; the other, the Arctic current flowing down from the North, chilling everything in its course. Do you as a teacher touch the children's lives to bless or to chill them? Have you a little fellow in school who smiles every time you look at him, and have you interpreted his smile to mean that he is making fun of you, or showing a spirit of braggadocio, or that he is not caring how school goes? You may be very much mistaken. There are children who think everything of the teacher. Some show it in their faces, while others are too shy or sensitive even to allow the teacher to find out how much they really think of her. In the second room of a graded school was a boy who was mischievous, though not bad, and who always had a

pleasant smile on his face which the teacher interpreted in a wrong way. She thought he was teasing her and smiled to torment her. She was assured by the principal that the boy meant no harm; that it was only his nature and good disposition that shone out through his countenance; that he had been in school two years and had never given any trouble. Still, that steady smile of his seemed to trouble his teacher continually. Finally he broke his arm and was out of school several days. His teacher went to see him. He was delighted to see her, and said: "I am glad to see you, Miss Kime. I've been watching out the window for you every day, and as you go past my arm stops hurting while I can see you, and I always watch you out of sight. I wish you could stay here all the time; then my arm would not hurt." That teacher went to the principal and with eyes filled with tears said: "How could I have misjudged that little boy, when he thought so much of me?" Now, what was true of this boy is true of the majority of children. They usually hold the teacher in mind as the highest type of womanhood, and they worship her when they feel themselves growing under her power.

Advantages of Humor.—The sense of humor is one of the most precious gifts that can be possessed by a human being. "He is not a better child for having this gift, but he is a happier one"; it enables him to enjoy his surroundings. The teacher who succeeds best is one who makes use of the wit and attainments of children. She will avoid formalism and coldness in her teaching and if anything occurs which is really funny, will make use of the incident by allowing the

children to laugh and relax. "Oh, but," says the sour, emotionless teacher, "if I should allow the children to laugh I could never get them quiet again." Perhaps she could not, but a teacher who has feelings akin to those of the children will have no trouble in gaining quiet and the attention of all. The answers given in school sometimes are very original. If they are witty, teacher and pupils should laugh at them. "Laughter in the schoolroom act like medicine to a susceptible person." Children sometimes get things mixed and yet their answers show that they read and think. A little boy who did not understand the revolution of the earth was asked how the sun got back to the east in the morning. After a moment's reflection he said, "I suppose it slips back at night when we are all asleep."

Different kinds of incentives must be used to secure the attention and interest of the younger children. A desire to be promoted from grade to grade is seen in some children; others do not seem to care for promotion. A teacher in one of the primary grades of a public school had noticed a friendship that existed between Tommy and little Mary, two of her pupils. Tommy was a bright enough youngster, but he was not disposed to prosecute his studies with much ardor, and his teacher saw that unless he mended his ways before the end of the year he would not be promoted. "You must study harder, Tommy," she told him, "or else you won't pass. How would you like to stay in this grade another year and have little Mary go ahead of you?" "Aw," said Tommy, "I guess there'll be other little Marys."

The child who has lately entered school experiences a pleasant feeling of growth, and many children realize that they are really growing in knowledge. A little girl was telling her mother what she had learned the first week, and then asked innocently, "Mamma, do I know as much now as I don't know?"

Children may not understand words or distinguish carefully between them, and they will jump at conclusions, as was shown in a Kansas school. A little boy ran into a schoolroom and asked the teacher why the flag was up. "I really can't say," she answered. In the principal's room was a large card on which were marked the days in commemoration of which the flag was to be run up over the schoolhouse; so the teacher said to the boy, "You may go to the principal's room and look at the card and then tell me why the flag is up." In a few minutes he returned and said, "It is to celebrate somebody's wedding." "No, Johnny, that can't be," said the teacher. "Well, it's got something to do with a wedding," the boy insisted. The teacher, thoroughly interested, went to the principal's room to see for herself why the flag was flying and found under that date these words: *"The engagement of the Monitor and the Merrimac."*

Sometimes pictures may mislead pupils. In the spelling lesson appeared the word *furlough.* The teacher inquired of the class what it meant. A bright, observing little girl replied, "It means a mule." "Oh, no," replied the teacher, "it doesn't mean a mule. What made you think that?" "I have a book in my desk that says so," answered the child. She was requested to bring the book, and when the teacher opened

it she found the picture of a soldier standing by a mule. Below the picture were the words: *"Going home on his furlough."* We could not blame the child for placing such an interpretation on the word when it seemed so evident to her. Children learn many things by association, either in seeing or hearing. This is illustrated in a Kansas school, where a pupil was asked to tell the story of a boy who owned a little hatchet. The cherry-tree story apparently was not familiar to him, but, remembering certain conversations to which he had listened in his home, he said, "I don't know anything about a boy and a hatchet, but I can tell you something about a woman and a hatchet."

Composition Work.—There is another source of humor that helps the teacher on in her life work which comes from the reading of compositions written by the children. The queer ways they have of expressing themselves and the interpretation they put upon a teacher's advice and directions about writing compositions often are very amusing. They will always find some way to say a thing, like the little child who ran many errands for her mamma. One day her mamma gave her a large bottle, telling her to take it down to the store and get her some vinegar. Now, vinegar was a word which the little girl could not pronounce, always calling it *winger,* and she knew the clerk would laugh at her way of saying it. Her mother insisted that she must go. After crying a little while, the child seemed to have a bright idea, and she took the bottle, ran to the store and said to the clerk, as she removed the cork and handed him the bottle, "Smell that and give me a quart."

"Children," said a teacher, "in writing this composition, don't attempt any flights of fancy, but be yourselves and write what is in you." When she reached Johnny Wise's paper she enjoyed it, for he had followed her directions as closely as he could. She read: "We should not attempt any *flites* of fancy but *rite* what is in us. In me there is my heart, my liver, two apples and one stick of lemon candy."

Sometimes a teacher's directions to a class of children, or those of a professor to a class of teachers, are as unintelligible as Greek is to a Hottentot, or as a girl's letter was to her parents when she wrote home from a boarding school that she had fallen in love with "ping pong." Her father, not knowing what she meant, but guessing at it, wrote immediately, "Give up that fellow. No Chinaman shall marry one of my daughters."

Excuses.—Another source of humor for the teacher is found in the excuses given by children or those sent by parents. There are many reasons for children being late or absent, and frequently these reasons are very funny, or stated in a funny way.

A boy in the Butler schools was absent several times. One Tuesday the teacher said, "I wish you could all be here on Thursday and Friday of this week, so that we might have our reviews those days." The boy in question raised his hand and said, "I don't know whether I can be here or not, Miss Breed, for last night I hit my sister, and my mother said if I did that again she would knock me *into the middle of next week,* and if she does, I'll miss two or three days." It was some time before order was restored, but the

laugh was worth more than the time consumed, and the teacher was the last one to stop laughing. Were it not for such incidents, teachers would grow cold and morose, if they did not give up the work. I do not believe in a teacher being a clown, but periods of relaxation are as necessary as periods of close study.

From among an interesting collection of letters of complaint and excuses written by parents, two are given here. A new family moved into town. Three days afterward the principal received this complaint:

Mr. M. don't let the boys *tare* the *close* off of my children's backs. This is the worst town I ever *seen* for children to fight in. I never had no trouble with my children nowhere else.

Another letter reads:

Miss Brown, you must stop teach my Lizzie fisical torture she needs readin and figors mit sums more as that, if I want her to do jumpin I kin make her jump.

Sympathetic Hearts.—A man or a woman without a kind heart has no place in the schoolroom. The strongest element in the true teacher is sympathy.

The province of the teacher is not to repress self-activity and freeze out buds of wit and humor, but to cultivate all those elements which constitute a good, flexible disposition in the child.

It is easy to keep school, but to be a true teacher one must be a skilled workman.

A mother looked anxious when she said to a neighbor: "Harry seems to be growing more and more fretful and peevish every day. I wonder if his new teacher has anything to do with it. He was very happy in school last year, but I shall be sorry he was promoted if his disposition is to be spoiled by it."

She had been a teacher herself and she knew how to look below the surface of things for hidden causes. She spent a part of the next forenoon in her boy's schoolroom and came home in despair. She said to her husband when they were alone: "Why, I couldn't be in the room one week with that teacher without being driven wild. Her manner and words and the tones of her voice are one continual complaint. Nothing that the children did was quite right, and she did not utter a single word of commendation while I was present. Her voice was something awful; it was pitched high and was full of needles. What shall we do with Harry?" Not a word of this was said to Harry; the mother was too wise for that; but she foresaw more harm done to the heart and soul of her child in the coming year than all the good he would get from that year of grade work could possibly counterbalance. But what could she do? This case is not an unusual one, although the causes are not often traced to their source. How often are children subjected to influences in the schoolroom that older persons would run away from and try to evade!

Echoes from Foreign Possessions.—During the Spanish-American war this nation "went up with the Maine and came down everywhere." So that we are beginning to get some stories from the Porto Rico and Philippine schools and learning the difference between a fagged-out Spanish civilization and what is found in America.

A teacher writing from the Philippines is enjoying even the ignorance of the natives and the children. One of his native assistants had never seen a map; it

was a great puzzle to him; he could not point out a single country, nor could he find the Philippine Islands on it. The young assistant was more interested in his tan shoes and new white cotton suit and long finger nails than in his own education.

The teacher gave a little memory gem to the children and then tried to find out how much of its hidden meaning the Filipino children could detect. The gem was not a classical one, but one very familiar to Americans:

There was a crooked man
Who walked a crooked mile
He found a crooked sixpence
Against a crooked stile.

"I wonder," said the teacher, "if anyone can tell what is meant by a *sixpence.*" It was evident that the gem was not a familiar one, but one child, Jacob by name, said, "I know. It's nine little Indian clubs, and you roll a ball at them and they all fall down." The teacher helped Jacob distinguish between *ninepins* and *sixpence.* What does *stile* mean?" asked the teacher. Again there was silence, until a pupil stated: "It's a big hat and tan shoes and white pants. My big brother has it on Sundays."

A teacher in an Indian school says: "It is very interesting to study the Indian children, especially those of different tribes. They all seem to have a sense of humor."

This teacher explained to the children that when she tapped the little bell on her desk they were to rise, and when she touched it the second time they were to march out, the girls going first and the boys following. All went well until the bell was tapped

for them to march out. The girls went, but the boys all sat down. When the teacher asked for an explanation, one of the larger boys said, "Miss, you have struck at one of our Indian customs." "How is that?" asked the teacher. "It is the custom for the man to go first, carrying his dignity, and for the woman to follow, carrying everything else."

Happiness.—To be happy is the supreme duty of the teacher. The warm, genial summer sun is infinitely more conducive to proper growth than the cold sparkle of the iceberg. As a little girl was eating her breakfast the sun shone through the window and dashed its light upon her spoon just as she put it into her mouth. "Oh, mother!" she exclaimed, "I have eaten a spoonful of sunshine!" How much good it would do some teachers if they would swallow a little sunshine occasionally! "The teacher regulates the emotions of her pupils; the mercury rises and falls with her smile or frown." A good old preacher used to say that he would not give a fig for family religion that did not make the cat happier; and the teacher who shows a happy spirit will have happy pupils, and then school will not be a burden but a delight. A gentleman who has an intimate knowledge of the requirements of the schoolroom recommended a young teacher for a certain position. He mentioned a qualification which is frequently overlooked when he said, "Moreover, he has a saving sense of humor, without in any way attempting to be funny." Many a teacher would pass through the petty trials of the day without making a mountain out of a molehill if she only possessed this saving sense of humor. "It was awfully funny,

but I was determined not to laugh before my school; I would not sacrifice my dignity," said a young lady who had not taught long enough to know the value of humor. Such dignity as she possessed should be wrapped carefully in a napkin and put in some dark place which the sunshine never penetrates.

It has never been enjoined upon teachers to cultivate the sense of humor. And why not? It not only eases the jolts of life, but creates a bond between teacher and pupil which is pleasant and everlasting. To be able to see the funny side of things is a gift.

Someone said of a veteran teacher: "She has such happy wrinkles about her eyes. They always seem ready to laugh." That teacher had never lost her geniality in a lifetime of service.

There is a youthfulness of the spirit that is not described by that ghostly phrase, "well preserved." A mummy may be well preserved, or a specimen in alcohol, but the term is too suggestive of death to apply to an active school teacher.

The teacher who has passed beyond the desire or the power to keep genial in spirit should not wait to be asked to resign. She has passed the day of her usefulness and ought to recognize the fact. Now and then one meets teachers with silver-threaded hair who are as responsive to brightness and good cheer as any young girl graduate. These are the teachers who are natural and have long since learned that a professional dignity which has to be nursed and guarded is not genuine, and fails to win and hold respect.

XII.

CHARACTERISTIC PUPILS

THE mechanic, to be successful, not only must have good, sharp tools with which to do his work, but must know something of the peculiar qualities of the material on which he works. For instance, by the senses of touch, sight, or smell the cabinetmaker can distinguish the pine, the oak, the walnut and the beech. His observations give him some knowledge of the texture of each kind of wood. He soon learns that one kind will take a higher polish than another; that strength is the characteristic of still another, and that in the manufacture of articles the grain of each kind must be carefully studied and tested in order that the material be not spoiled. He does not attempt impossibilities; he carves with the grain, not against it.

In dealing with children the teacher may take a lesson from the mechanic and utilize it, for if he would carve noble human character from the material found in the schoolroom, he must have accurate knowledge of the abilities with which he has to deal. His skill must be shown in dealing with the different varieties of disposition that come under his charge. While a large percentage of children in our public schools show only a medium ability and equable temperaments, there are individual pupils who have striking characteristics, some of which are hard to analyze.

The Precocious Pupil.—Every school has its pre-

cocious pupil. This individual seems to know things without much study. The brain of this child is like the sensitive plate of a photographer and retains all that passes before it; likewise, it has marked power in recalling easily the impressions made.

Usually this child is delicate in appearance and quick of motion. The teacher has to exercise great care and judgment lest too much be exacted of it, and its health shattered. Once in a while an unwise, thoughtless teacher is found who will hold the bright pupil up before the class as a model, after which the others may pattern. This bad practice creates jealousies among the mass of children, and the bright, quick pupil is exposed to some ugly experiences. There are two kinds of precocious children. There are those who do not realize that they are brighter and quicker than other children and whose modesty is always in evidence. The other kind are those who like to show brightness; they wish to answer all the questions and to do all the reciting, and show their scorn and contempt for those who are slow and dull. Such children become unpopular with classmates. Parents who are proud of a child's ability sometimes do it harm by allowing it to study too many hours, or even urge it "to be the best in the class."

Many a child has filled an early grave because a frail body has had its vitality eaten away by an overworked brain. Teachers who have the precocious child to deal with have a double duty to perform—to guard the child against overwork and to keep it from becoming discouraged by the slow progress of other pupils in the class.

Precocity is not always an indication that the child showing it will continue to grow in mental power, for it may reach a stage of abnormal development and come to a standstill, or deadline beyond which it cannot go, while those who seemed to be less bright excel in the end.

The Dull Pupil.—One of the difficult school problems the teacher has to face is to classify the *dull pupil.* He is not a new product of civilization, nor is he peculiar to this age, nor does he belong to a certain climate. He is found everywhere and in all schools. A committee appointed by the British government to investigate the condition of one hundred thousand children in English schools reported seven per cent of them as being dull. A test of ten thousand children in California showed ten per cent dull, while tests in large cities of other states showed an equal percentage of dullness among children. There are discouraging things about managing this class of children. The teacher must try so to plan the work that the bright ones shall not lose interest while lessons are being repeated again and again for the benefit of the dull ones. The latter must be pushed along and gotten ready for the next grade if possible. Sometimes it is better to transfer children to the next grade, even if they do not seem to measure up to the adopted standard of promotion. New surroundings, a new teacher, other branches, different associations—all these may act as a wonderful stimulus to the dull pupil, causing much of his stupidity to vanish.

However dull boys and girls may be as to grasping facts, one thing is certain: their feelings are not dull.

A schoolroom may become a place of bondage to them, and the word *dummy*, used by a thoughtless teacher, may amount to cruelty. There are many causes for dullness in children. It may be a lack of brain power caused by want of nutrition. It may be arrested development as the result of disease. It is not within the province of the teacher to discuss the cause so much as to decide what shall be done with the pupil in a class of ordinary children. The child may not be to blame in the least for being behind those of his own age. Irregular attendance may have been the cause. If so, who is to blame? Whatever the cause, it should be removed and the child given a chance to receive an education. Pupils below the grade to which their age entitles them should have the closest attention paid them. Many a backward child in a grade has been quickened in his efforts by sympathy shown him by the teacher. Indeed, sympathy is the only real remedy. Scolding will do no good. No dull child was ever transformed into a bright, energetic pupil by the use of sarcasm. On the other hand, when the teacher has shown great interest in the dull child, the latter is apt to respond with greater efforts. Strange to say, dull children who are encouraged will sometimes outstrip the bright ones.

Occasionally a child who seems to be hopelessly slow will be awakened by some lesson which touches knowledge already in his possession. A teacher tells of a pale-faced, blue-eyed, white-haired boy who came to her school. For several days nothing seemed to interest him, even the thrilling stories told in the history class, over which the other pupils were wild with

excitement. The stirring songs which were sung had no charms for him. He sat and gazed out of the windows. He could not understand arithmetic, he stumbled through his reading, and could spell but very few words correctly. The discouraged teacher was on the point of giving him up, when a single lesson wrought a great change. The reading lesson that day was about animals. She asked the class if any of them had ever watched animals build their homes. With one exception, none had ever done so. The dull boy now awakened to the fact that something was going on in school. The dullness in his eyes disappeared and he was soon relating with the deepest interest how a swallow builds her nest. It was really necessary to reserve a part of the description for the next time, and the teacher did not fail to compliment the dull boy for his part in the recitation. At last she had found the key to his mind. Everything in child nature has its keynote. It only remains for the teacher to find it.

The Disagreeable Pupil.—Almost every school in the land has its *disagreeable pupil.* In one school it is a boy; in another, a girl. No matter how smoothly everything moves along, the disagreeable pupil will have a grievance. Often it is impossible to convince the parent of such a child that the stories he has told them about the school are exaggerated. It is hard for the teacher to decide whether it is better to consider the complaints of this one pupil or to treat them with silence and pay more attention to the pupils who seem to be satisfied. This boy enters school with the idea that he is better than most children, but when he finds

that he passes for just what he is worth, he frets and fusses until his parents come to think there is something wrong with the school which he is attending. The world looks bright to the disagreeable child everywhere save in the schoolroom. So he sets up his complaints—that he is slighted; that others receive more help than he does; that privileges which others enjoy he is refused; that favors are divided among the pupils but none come to him. Occasionally he falls out with his studies and he berates them. It is the same old grammar, which he never did like; the same old arithmetic, which he never did understand; the same old history, half of which he never did believe, and what good will it do a fellow to learn to spell? If he has no real grievance, he will make one.

But this is only one phase of the disagreeable boy's actions. He has a saucy tongue in his head, but being a diplomat, he hides that fact under the cover of being smart and saying smart things. When a group of children gathered around a teacher's desk the first morning of school, the largest boy wore a large hat on the side of his head. After greeting the pupils the teacher said to the boy: "Why do you wear your hat, Robert?" Quick as thought he replied: "To keep my head warm." This was said to bring forth the usual laugh from the children and to give the new teacher to understand that he was smart. "Such would be a good reason," said the teacher, "if you were out-of-doors." Then the other pupils felt that Robert's answer was not so funny as they thought it was. When this teacher got into the school work she found others ready to be smart, but her cool, sensible

manner soon taught the pupils a lesson. It requires tact to deal with pupils who are "smart Alexanders," but if little attention is paid to their remarks, their smartness soon disappears. If this kind of a disagreeable child finds that no one is laughing at his sayings, he will abandon them for fear of losing his popularity.

The disagreeable child is not always so from choice. His disposition may be inherited and hard to overcome, while his better qualities may never have been developed. To remind a child constantly of his faults will only make him more disagreeable. At the life station at Hatteras the men do not stand on the bank and command drowning persons to come to the shore; they go into the water after them; and the teacher who sits at the desk and commands the children to be good will fail utterly in training character. A rash, quick-tempered child must be met in a way that will soothe rather than ruffle his feelings. Most quick-tempered children are exceedingly affectionate by nature, and if the teacher will pour oil rather than vinegar into her management she will create a love rather than a hatred for school and school work. If she works herself into the life of the disagreeable pupil she will be able to eliminate some of the worst tendencies of his nature. His every effort to master himself should be encouraged. Many a child is the product of the teacher's own making. Some teachers search for faults in children; others seek out the good and commend it. The teacher who chills the child nature will develop but few lovable traits of character, if any, while the teacher who touches the children's lives with a kindly influence will bless them and develop in them marvelous powers.

The Troublesome Pupil.—The really *troublesome pupils* in a school are very few. Most homes have good, wholesome government, but from those homes where the children know no restraint will come pupils to give the teacher uneasy moments. The troublesome child is not always bad, but at times he enjoys the discomfort of others. He knocks from Albert's hand an apple he is eating, not to get it, but "just for fun"; he trips Lizzie and causes her to fall, not that he dislikes her, but "just to see her get mad"; he hides Harry's cap, and scribbles in Charley's tablet; he enters into all kinds of "primary hazing" and seems to delight in it. He has been kept in at recess repeatedly; has been stood on the floor, scolded, threatened; no punishment deters him from repeating his tricks or using new ones. When he is spoken to about his conduct he promises to do better, and he really means what he says, and the teacher feels encouraged, for she expects no more trouble from him. But he is thoughtless and forgetful, and some afternoon when everything seems to be moving in the best way possible and the teacher thinks that school teaching is the next best thing to living in Paradise, a boy sitting by the troublesome one springs into the air, screams, and asserts that he has been pinched or stuck with a pin. The look on the face of the troublesome boy shows the guilty party.

What is to be done? Some young teachers who read this have made up their minds what they would do. Those who have taught several years would hesitate about inflicting punishment, and those with many

years of experience would be unable to meet the case without serious thought, for they have come to the place in their teaching experience when to save the child by putting new motives within reach of his thinking is more worthy their position than to satisfy their own anger by inflicting punishments.

A child that is bubbling over with life is liable to do some things which his surroundings suggest, though they may not be on the regular school program. He means no harm. He needs change of work or action.

A teacher relates that she had a small boy who would become restless and create considerable disturbance about him. She inquired of him what the trouble was. He replied: "Oh, Miss Hall, I feel sometimes as if I would just fly to pieces and I can't be still." Miss Hall said: "Do you see that large tree down the road, yonder? When you feel like 'flying to pieces' hold up one finger; I shall understand. Then go out and run to that tree, touch it, and run back as fast as you can." The next day, glancing toward a part of the room where there was much shuffling, she saw the small boy smiling, with one finger raised. She nodded her head. He left the room and she saw him run at full speed down the road, touch the tree, and run back again. He entered the schoolroom rosy and breathless. There was no further disturbance in his part of the room that day. This was repeated whenever the small boy felt the "spells" coming on him. Certainly a remedy that is so simple and effective might be utilized by someone who reads this.

The troublesome pupil always has life and energy, and if that can be directed into proper channels of

thought and action until the child is old enough to understand the proper use of time, the teacher may some day refer with pride to the fact that at one time she had him under her charge.

The Incorrigible Pupil.—"This is the pupil we need not define." Most teachers meet him some time in their career. He wears the nerves of a sympathetic teacher to shreds. He hates school; will not study; disobeys rules; plays truant; defies authority, acts as if mildly insane.

Corporeal punishment used to be the treatment everywhere for this pupil. In olden times whipping was not a debatable question; it was considered one of the necessary adjuncts to an education. "Spare the rod and spoil the child" was an adage which was thought to hold good for all time; but of late years a great change has taken place in public sentiment with regard to the use of the rod. Not only do school boards discourage it, but teachers generally recognize the fact that the best results cannot be obtained by it, while many cities have abolished it entirely. There are thousands of teachers in this country who never strike a child, because the regulations of their schools do not permit them to do so.

Observation has taught that punishment in schools as a means of reformation is as much out of date as bleeding for croup and quinsy. The American youth knows no fear. In fact, fear and danger, which once deterred many children from doing things, are now fascinations. This fact is very plainly demonstrated by the game of football, where getting bruised and hurt seems only to intensify the pleasure of the game.

In some schools no incorrigible pupils are found; in others there should be none. Their absence often depends upon the personality of the teacher. She is the key to the situation. If she possesses that magnetic power which controls without effort, the incorrigible pupil disappears, but such a teacher is rare and is a genius.

What to do with the incorrigible pupil has been the basis of much meditation, worry and argument. It is evident that whatever will be best for the school and most beneficial to the pupil should be done. If he is left to drift along in the hope that he will become no worse, his influence may lead others to be like him and his kind multiplied. Suspension throws him out of school, perhaps onto the street, where he will grow no better. If we really wish to change his conduct, we shall first have to change his purpose, and this is frequently a difficult problem, requiring a different solution for each pupil.

Judge Lindsay's greatest hold on incorrigible children in Colorado is his habit of planning things for them to do which anyone else might think they could not be trusted to do. He sends a boy to the reform school, two hundred miles away, without police protection. He allowed every boy in the State Industrial School to go to Denver to attend the Grand Army reunion for a day, and that without escorts. The time was designated when they should return, and every boy came back at the time set.

In school work, as in great campaigns—political, religious and military—there are crises to be met. When a teacher has done all she can; used all the meth-

ods she can muster; tried all the suggestions made by the superintendent; worked in harmony with the principal in an attempt to manage the incorrigible pupil, and it all counts for nothing, so distinctive an element should be without hesitation eliminated from the school.

XIII.

CHARACTERISTIC TEACHERS

In studying analogies an educator found that the "orders of birds" were represented among teachers. Each "order" has its definite and striking characteristics, which distinguish it from all others. There may be exceptions, as there are in other things, yet the special quality is always noticeable.

Birds of Prey.—I have seen small birds cower and keep silent, and small chickens hide, when a hawk was about. In like manner, I have seen children afraid to move or look off the book in the presence of some teacher who was called a good disciplinarian. The words *order* and *discipline* are sacred to such teachers, but to the average person such words sound much like military terms and about the last thing to be connected with school work.

If you recommend a teacher to any body of men they invariably ask you whether or not she is a "good disciplanarian." The question comes from the teachers' bureau, from the superintendent, and from the board of education. The trouble about answering the query is that people seldom reason from the same basis. What one calls "good order" in a schoolroom might distress someone else, and what one denounces may be the redeeming feature in the eyes of another.

Some persons call a teacher a good disciplinarian when she is not inclined to stir up things, but moves

along smoothly; others speak of a teacher as being good in discipline when she absolutely forbids whispering, requires pupils to cross the floor on tiptoe, and punishes daily.

The most important subject connected with school work is that of discipline, for without the power to control a person would be out of place in the schoolroom. No one can teach a class or conduct a school who has not gained full control of it, and when once it is reported that the teacher cannot govern the school her reputation in the public eye begins to decline.

But to be a good disciplinarian does not mean that the teacher must be a czar, a cruel despot, an uncompromising ruler, who governs by main strength. Obedience that is dragged out of a child after a war of words and waste of time is almost as bad as disobedience. Some of the best conducted schools show but little discipline, and few words about obedience are spoken; in fact, the school is governed best which shows the least effort at discipline. One of the most noted educators of our country used to say that nothing gave him greater pleasure than to go into a schoolroom and find every pupil busily working, while the teacher looked peacefully on, carefully refraining from doing anything to disturb the quiet of the room. The busy school needs no discipline and work is a sure cure for disorder. Many teachers have no problems of discipline to work out, for their personality, sympathetic manner and pleasant speech bring them success. There are teachers, however, who pride themselves on their rigid discipline, and keep order for their own advantage. Their piteous pleas for order—

"I cannot stand your noise," "I must have order," "You will drive me mad," "You cannot think much of your teacher, or you would not act so"—all indicate that they take for granted the pupils are restless from pure wickedness. One thing that makes teaching hard for these "birds of prey" is that they do not allow themselves to be natural. They cherish a false ideal of schoolroom decorum and keep their nerves at a tension all day long.

A schoolroom in which "you can hear a pin drop" and where the pupils are all sitting bolt upright, facing the teacher's desk, is the ideal of these teachers. It furnishes an exhibition of "perfect order," but it is not natural. "Study your lessons" is the constant command, which means for the children to look intently at their books and go to sleep mentally if not physically. If one would undertake to reason with one of these "birds of prey" he would get the worst of it. She would set herself like a stone wall against all modification or changes of her iron-bound rules. Her opinions cannot be modified by the superintendent or anyone else; her regulations are like the "laws of the Medes and Persians, which altereth not." Failing to eliminate the element of strain and conscious effort, and refusing to cultivate the power which comes through calmness of action and sympathy for childhood, these "birds of prey" soon benefit mankind by dropping out of the profession of teaching.

2. *Perchers.*—Among this order of teachers one finds the purely mechanical worker, who is prone to do what is the least trouble now, regardless of future consequences. The "percher" finds one way of teach-

ing a branch and keeps right on doing it that way, day after day and month after month. Its familiarity makes it easy, and regardless of the abilities and temperaments of her pupils, she does not change her methods, nor adapt her work. A score of avenues stand open for her, but she teaches in the same old way. She has gone as far in the profession as she will ever get.

Two boys were riding a very big mule along a highway, relates an educator. They were barefooted and in their shirtsleeves, and the mule was bareback. The educator asked the elder boy, "How old is the mule?" "Four, last spring," came the prompt reply. To the inquiry, "Will he ever grow any bigger?" the answer came: "No, sir; he is as big now as he will ever be, and a blamed sight bigger!" This incident is apropos of the subject of efficient service in public school work. A large percentage of persons who intentionally or accidentally drop into the schoolroom as teachers attain their full growth in a few years and never render any better service thereafter. They stand still after that, and then their services begin to depreciate. A town that is finished has begun to decay, and the teacher who has ceased to grow intellectually and is unwilling to leave her "perch" for higher ground in the work of teaching will soon cease to be numbered with the great army who are keeping step with the progress of the ages. Great problems in education are yet to be solved; nothing has been done that may not be better done; there is no effort that may not be exceeded. Great avenues stand open to willing, earnest teachers,

and the work and learning of a thousand years are waiting to be mastered.

3. *Climbers.*—In answer to an inquiry made by a superintendent concerning a young man's ability to manage and teach a school, I wrote: "He will climb to the highest place in the profession if given an opportunity, and if he is not given the opportunity, he will create one." Recently a letter from the superintendent said: "You took the correct measurement of the young man. He is a 'climber' and has just been elected principal of our high school at a good salary."

This teacher, like many others, realized that he faced great responsibilities, although he began in a little school with a dozen pupils, twenty miles from the city in which he now teaches. He might have said, "It doesn't matter very much about the work of a teacher away out here in the country. My work will never be noticed, for the boys and girls are all alike; so I'll take things easy." But he knew better and often stood amazed at the great opportunities before him. He knew that many of our great men and women had been reared in just such communities as that in which he was teaching, and when they were children could not have been different from those under his charge, so he taught as if the human race depended upon his work. Not only that, but he was a person of gentle manners and his pupils, many of whom came from uncouth homes, were impressed with his good breeding and imbibed his spirit. Many teachers have beauty of character, but it often fails of effect because of some unpleasant mannerism, an impatient disposition, or a sharp tongue. The teacher

who is a "climber" is never guilty of sarcasm or discourtesies. I had a teacher once who had a comparatively small acquaintance with books. Her pupils probably owed very little of their success in life to her so far as an education went, but she left with them one grace they have always remembered, or rather felt, and that was the grace of gentle manners. She did not teach ethics from any book, but her perfect courtesy, her gentle and kindly manner toward everyone, even at times when it was necessary to be severe, were lessons which helped to fashion many lives.

An educator relates that once when visiting a school he witnessed something that raised the teacher in charge away up in his estimation. A boy had been struggling over a problem till he had become nervous. His teacher permitted him to come and speak to her. He told his trouble; she asked him one searchlight question which illumined the darkness. He saw light and rushed to his seat, but on his way hit a hanging map that fell on a boy's head—the kind of boy who cries "Ouch!" The nervous boy and the teacher exchanged one look and it was all right. His look meant "I'm sorry, teacher," and hers replied, "I know you are; never mind." She removed the map silently, the "ouch" boy subsided, and the school moved on. Now supposing a stranger had entered the schoolroom at the critical moment. One can hear him say, "Bad order!" He would not have been able to see the confidence between teacher and boy, the perfect faith teacher and pupil had in each other, and might have failed to realize that the boy's rush to his seat under

the inspiration of the teacher's key idea was the cause of the map tumbling down. Mortal eyes cannot see the touch of humanity in the schoolroom, nor the bond of sympathy that binds teacher and pupil in one thought and feeling.

There is no better place to begin to "climb" than in the rural schools, for there teachers will find many problems in discipline which not only are peculiar to the place, but, if properly handled, will develop power in themselves. In the first place, the traditions of the district may secretly uphold unruly conduct. Parents will smile when they learn that the teacher is having a hard time, and thus her work is made doubly hard, for the children in such a community are little better than a lot of anarchists. In the second place, the rural teacher has to depend wholly upon her own resources. There is no superintendent or principal to whom an unruly pupil may be sent. She must manage him herself. The country gives opportunities for offenses which are not found in the city, such as stoning animals, robbing orchards, trespassing on forbidden territory. The surroundings suggest things to do, and without any thought as to the outcome, pupils frequently commit offenses. It is difficult sometimes for the teacher to convince children that they have really done that which requires punishment. No wonder, then, in view of all the tests to which the rural teacher is put, that so many of them, after several years' experience in rural schools, are able to take positions of responsibility, whence they climb to the very highest rounds in the profession.

4. *Runners.*—The next order of teachers is that

of the "runners." They are always on the jump; one never knows where to find them. Every fad that comes along must be tried. They give whip and rein to every change in their work. They hail with delight everything that is new. They attend all educational meetings, hoping to hear of something novel in the line of managing children or of giving instruction in some particular branch. They search libraries for works on teaching, no matter how ancient, just so the methods described are different. They try every new method of teaching or of discipline of which they hear, regardless of environment and necessities. They "buttonhole" instructors in the institute and tell them what they have done and what they expect to do, and then ask for advice upon every detail of their work. While there are some admirable things about the energy shown by the "order of Runners," there is danger of dissipating the powers of the children by frequent changes of methods. A change in the daily routine of exercises is a good thing occasionally. It makes a break in the grinding process and gives more freedom of thought; it loosens the tension on certain faculties, and gives vent to surplus energy.

An old farm horse turned into the pasture at the end of a hard day's plowing will caper about and kick up his heels just to show that he is not exhausted. A change of program gives relief from a sense of monotony, but if the change is made frequently, the pupils become bewildered and in their confusion fail in their work. Although there is danger in the deadening influence of the complacent teachers who are satisfied with commonplace standards, yet as much,

if not more, to be feared, is the result of constant change in methods, regulation, working systems and examinations. We need stability and heroism in our teaching—not the heroism that has been the theme of poets and novelists since the world began, nor yet that quality which Napoleon and Washington possessed, but we need that heroism which bends to duty; that heroism which endures and waits. It is the quality which will purchase for the true teacher all there is of glory in the teacher's life.

5. *Waders.*—A member of the faculty of a certain school, speaking about a young lady student and her work, remarked, "She is a wader." That last word sounded like the name given some bird I had read about. I looked up the verb *wader* and found that it meant "to move forward." I then said to the teacher. "You mean the girl is making great progress and is moving forward." "Oh, no, no!" he said, "I mean just the opposite." Consulting Webster again, I found that *to wade* in the sense of "to move forward" is obsolete, and that its present meaning is "to move with difficulty; to sink at each step."

The "Wader" is anxious about every detail of school work, lest it will not come out all right. Even the question of devotional exercises troubles her. She sees a lack of reverence during the reading of the Bible. This part of the day's work is to be gotten through with, and the "wading" teacher draws a long breath when it is over. A teacher said on one occasion, "I had trouble with my school during the time I read the Scriptures. I had taken the Psalms because they were in short chapters, and I wished to get

through with the exercise as soon as possible; but no matter how short the chapter, there was always some confusion. One Monday morning I tried a new plan and read from the New Testament about the beheading of John the Baptist. When partly through with the story, the consciousness of a tenseness in the room made me look around. Every face was fixed on mine, and not a word I read was being missed. I was convinced by the way the children listened that I had hit upon a plan to make our opening exercises interesting. Since that I have read them Bible stories. Oral comment is not necessary, for the stories speak for themselves. They find their way to the hearts of the children, who apply the meaning themselves. One of the worst mischiefmakers used to ask me once a week to read about the plagues of Egypt. One evening when I was about to punish him for the error of his way, he said, 'If you will let me off this time, Miss Taylor, I won't do it again.' 'That is what you said the last time, Harry.' He sat without speaking for a few moments, with such a curious expression on his face that I asked him what he was thinking about. 'I was thinking about old Pharoah,' he said. 'I guess I'm just like him. He was always promising he would do right, and then when the plagues let up he forgot all about it. I think old Pharoah was a mean scamp, and I am not going to be like him,' and while Harry was not entirely reformed, the story did do him good."

The "wader" thinks of nothing but her school, and worries all day for fear everything will not go right, and then goes home and worries all night because

everything did not suit her. She is like the little child who is constantly digging up the seeds to see whether or not they have sprouted. She becomes nervous and fretful and keeps the children in a constant state of unrest. In relating her experiences she tells of her best efforts to train the little folks; that she knows every shading of their various temperaments and tendencies to go wrong; that she came to the school filled with hopes and methods, expecting to find a splendid company of well-behaved children, but instead found forty wiggly, mischievous children in need of forty teachers instead of one. She worries the other teachers with accounts of the difficulties she has with her "forty indifferent urchins." She reaches a condition of mind that causes her to magnify every little trouble into a mountain. She looks upon energy as the principal element in the school work, and when pupils seem slow and indifferent she "flies to pieces." She not only wears herself out by her oversensitiveness, but keeps her pupils in a state of nervous excitement. Pupils under her charge must sometimes feel like a sufferer in a certain hospital at the time of the Spanish-American War. An amateur nurse had found in this hospital ample scope for her enthusiasm and abilities, but her zeal abated after one morning visit to her ward, when a suffering hero was discovered lying with a coverlet pulled over his head and a placard pinned to the outside which read:

"Too sick to be nursed to-day."

The "wader" should secure a divorce from the profession before she wrecks any more nervous systems.

6. *Swimmers.*—The happiest, most cheerful and

most animated class of teachers we meet correspond to the order of birds called "Swimmers."

On a street car one day, in a city, I met a former student of mine. She was the same bright, cheerful girl she had been in my classes nearly a decade before. I inquired how she was succeeding in teaching, and her answer came quickly: "Swimmingly." The term was a new one to apply to teaching, I thought, but I afterward found that the word she had used meant "in an easy, gliding manner; smoothly, successfully." The best thing about that young girl was that she knew she was succeeding. It is always refreshing to find persons who know some things definitely and well. I like the blind man's testimony after his eyes were opened at the pool of Siloam: "One thing I know, that whereas I was blind, I now see."

It is a source of pleasure to meet a teacher who is succeeding and knows it, and is not afraid to acknowledge it. That positive nature which inspires a teacher to say, "I am getting along swimmingly" is bound to succeed. It is not a question of comparison, measuring one's ability and success with another's; it is a positive, definite knowledge that one is succeeding; that is the standard by which the young lady was prospering. She did not look as if she had in her mind even the shadow of a doubt as to her success, and when she left the car my wish was that every child in America might have so positive a teacher.

But one may say, "Possibly the young lady was 'bluffing'; that she was overconfident." Her manner was evidence enough. To be doubly sure, I inquired of her superintendent, whom I met shortly afterward,

and he said: "The dread of my life is that some other superintendent will take that teacher from me. No salary is too great for her." "Wherein does her power lie?" was the next inquiry. "Everywhere and in everything; teaching is a business with her; it is her life; she is master of herself and her surroundings; she has wonderful foresight and forethought; she does not allow any circumstance to arise which she cannot control or master; she completes everything she begins; she does not rule, but she governs; her methods are her own; she is the product of her own energies. If children do not learn under her instruction, they are imbeciles." Then the superintendent was told what she had acknowledged, about getting along "swimmingly." "That's it," he said; "that expresses it exactly. Not the shadow of the shadow of a doubt ever enters her mind about her work."

But another says, "You have described a model teacher, a very superior person, one who has had great opportunities, who has had large salaries and was therefore able to advance in matters educational." That is hardly likely. She was receiving a smaller salary than many do; she was no better qualified as to scholarship than many others, but she had faith, and energy, and skill, and confidence, and she used every power she possessed—not all at once, perhaps, but some time. And while she was a "Swimmer," she did not swim in the sea of generalities, which is shoreless, nor among the whirlpools of confused ideas, nor yet over the rapids of false methods, but she studied carefully every movement before she launched out into the depths of her work. I have no doubt that

in describing this young girl and her work I have described more than one teacher who reads this, and if I have, those persons are sure of success and they know it.

Teachers with faith in themselves are advancing the cause of education. Learning and opportunity will not insure success. Thousands have these and yet fail in life. It is the solid faith in one's mission that leads men and women to the steeps of excellence.

7. *Scratchers.*—This is a busy, energetic and useful class. Sometimes they stir up a little more dust than seems necessary, but they are thoroughly reliable. In this order we find the born teacher, young enough to be progressive and old enough to have had experience.

I was being entertained by a churchman on one occasion and learned, among other facts concerning him, that he was an enthusiast on chicken raising. He had a very choice flock of chickens and talked so much about them that I had a curiosity to see them, and did so. He seemed to know every one of the flock, and called each by name with the same familiarity that he spoke the names of his children. They were very ordinary looking chickens, but to him they were as good as gold. Pointing to one of the number, he remarked: "There is the most selfish chicken I have, but she can't help it. She drives the others around just because she can. That pretty one with a striped neck and mottled back is one of the best ones I have, but she makes me much trouble, for she is a scratcher. She will dig up a whole garden if let alone, but she raised the best flock of chickens last year of any of

them. No danger of her chickens starving; no danger of anything taking them, for she watches every movement they make; the hawk that would try to take one of her chickens would have trouble." And so the man went on, pointing out each. He seemed to know all about them.

While the man found fault with the "scratcher," he pronounced the greatest eulogy upon her. "What does he mean by a 'scratcher'?" Consulting Webster, I found that a scratcher is that which "digs out a place to stand, or levels down the earth." The great body of teachers who have made a success of teaching are those who have a genuine love for the work. They recognize opportunities for serving the coming generations. By setting before them high ideals of character, such teachers make the pupils feel the dignity and grandeur of life. The reward of this class of teachers is not to be measured by the positions they hold, nor by the amount of salary they receive, nor by their popularity in the community, but by the grand results of their labors, by preparing those under their charge to fill places of honor.

XIV.

DELIGHTS IN TEACHING

An educator once undertook to trace the teacher's work from the beginning of time, and he discovered some very interesting traditions and facts. Tradition says that after the flood Shem kept a school. The records do not say anything about his qualifications, but the supply of teachers was not so great then as now, and it is evident that the examinations as to fitness were not so rigid as at present. In later years one of the qualifications of the Jewish teacher was that he should be a married man.

What the incentives were which drew men into the teacher's profession then, tradition does not reveal, but probably they were similar to those that exist to-day. When we search to find evidences of the success of the first teachers we are left in the dark. There is no doubt, however, that many of the methods used in these days and called "modern methods" had their inception in the days of Abraham, Isaac and Jacob.

Occasionally we hear people say, "Oh, the good old days of teaching. Those were the days when if a man was found who was not good enough to be a preacher, not shrewd enough to be a lawyer, not learned enough to be a doctor, and too lazy to learn a trade, that man was set to teaching the district school. In some communities teaching was regarded as "low business." Schools were looked upon as "necessary

evils," and a young man might teach for a few months until he could find something useful to do, but the capacity of a man who would deliberately make teaching the business of his life must be very small, his opportunities very limited. In those "old days" the teacher's place was reserved for unfortunates who were incapacitated by age or infirmities for "useful pursuits." Among the quaint poetry of village lore there is mentioned an aged dame who, because of her infirmities being no longer able to tend the village geese, was as a measure of economy given charge of the village school. In those days the schoolhouse was a weatherbeaten prison; the teacher, a man with a book in one hand and a ferrule in the other, and the lessons hard, abstract tasks, and there were no discussions as to the end of education, for the belief was general that the pupil to whom the ferule was applied oftenest had the brightest future. Our methods of education are changing as rapidly as the scope of our knowledge is widening. In the days of the "three R's" there was the fourth that was mightier than them all—the "R" with which rod begins. Washington Irving whimsically expressed the standard of his day when he declared that the quickest and surest way of imparting information to children was by pounding it into them.

Those "old days" have passed away. The world—grown rich, intelligent, and practical in all things—recognizes the teacher as a power; knows that the results of her work are absolutely necessary to the progress of the human race. Many teachers, however, do not fully realize their position in the school work, where so much is expected of them. As the nursery-

man plants a tree, protects it from the heat of summer and cold of winter, and provides it with suitable nourishment, so the teacher who works in the moral and mental vineyard must guard her pupils against evil influences, feed their minds with proper food, and inspire them to be *somebody* in the world. The hopes and expectations of our country are centered in the youth who are daily under the care and instruction of the public school teachers. The future of our country depends not so much upon who will be the next President of the United States, or which political party will rule for the next four or forty years, as upon who shall teach and govern our children.

It is a well-known fact that the teacher is not so highly thought of in some places as she should be; that she is not appreciated in her work. Men and women in their mad rush for gold, pleasure, and notoriety, depreciate the value of the efforts of those in the schoolroom who are outlining the maps of existence for the children who will be the men and women of tomorrow.

The Esaus are not all dead, and "swine in their mad rush for the refuse of the kitchen will trample under their feet the costliest pearls."

There are two sources of the teacher's "delight"—first, the pleasure of imparting instruction; secondly, the interest she takes in those she instructs. The tendency to teach is a characteristic of human nature. Nothing pleases the little child more than to be able to teach some one younger. During the school months, when a number of children are together, invariably one of the games they play is "school," and if one

listens to them he will find the "teacher" imitating the voice and manner of some real teacher.

Pleasure in the Work.—While teaching is a pleasant and attractive occupation, it is not all poetry; yet there are many bright spots in the teacher's life that the outside world cannot know. She who labors diligently and watches the children under her guidance developing into noble characters, experiences a delight peculiarly her own.

You see a competent teacher at work with a company of children. She seems to possess magic power; her very presence is an inspiration, and you ask, "What is the secret of so much earnestness and delight?" The teacher will tell you that to her teaching is the grandest work on earth. You take your stand at the schoolroom door and watch the children come up by twos and threes and you think of the possibilities in every form; and it may be that the teacher will speak the very words that day which will make the future of some of those children grand and noble.

"What is the average child worth?" is a question the teacher contemplates! "Governments will spring into existence, flourish, and decay; the little acorn in the forest will become a stately oak, live a cycle of years, and return to the earth from whence it came; generation after generation will come upon the earth; the sun itself will cease to shine, but after all these triumphs of physical law, the soul of the child will live." Put all the wealth of the Vanderbilts, Goulds and Astors into one pan of the scales and a little child in the other and the child will outweigh it all.

Every teacher, experienced or inexperienced, needs

to have a profound knowledge of the child whom she teaches. It is a delight to the teacher to regard the influences she sets afloat. They will not be limited by the circle of the horizon, but will reach to the remotest parts of the earth. The influence of the teacher as he once was amounted to but very little. He was a man of rules and acted as if he had never been a child himself. One of these, taking charge of a school, seized a rod and holding it up over his head, exclaimed: "Do you see this rod? The first one who breaks one of the forty-nine rules I have read, will feel its weight." If the lessons were well recited to this man, their excellence was taken as a matter to be expected; if not, then the pupil was reprimanded, put on the dunce block, or denounced as an ignoramus.

Dr. Arnold destroyed the cardboards on which were written the multitude of rules of his predecessors and in their place gave one rule which all could remember: "Do right." Rules, generally, are a sort of challenge. The modern school has no rules. Children are allowed to think and act naturally. The impulses of childhood are not thwarted. The facts in the children's minds which have been in a chaotic mass are put into shape by the teacher. If it were not for such persons as are found in the teacher's profession, the hungry gallows would have many more victims than they now have. The teacher is an artist in the highest degree, and far more fortunate than those who work in metal. "The Greek sculptor embodied his highest ideals in marble and the Roman conqueror dashed them to pieces. The painter puts his noblest thoughts on canvas, hangs them in the most sacred places, but time throws a veil

over their beauty. The monument erected to honor the hero will stand for centuries, but will moulder to dust, but the teacher deals with indestructible material; her carving cannot be subject to decay, the pictures she paints smoke of time cannot injure, the poems she writes sing on forever."

The great need of our schools is for teachers who delight in the work of teaching, for these give evidence that they are fitted in at least one respect for the profession. Teachers whose hearts are in the work do not follow the profession for the glory of gain, but as the throbbing sea follows the moon, drawn to it by an irresistible power, so the conscientious teacher, filled with love of the work, is drawn to it by an unseen power.

There is a certain class of teachers who cannot find any delight in teaching because they are always borrowing trouble. They look over into the next day of school and see great billows of trouble to try them. One teacher said she could not sleep at night because she was always having trouble with her pupils, even in her sleep. If such teachers would spend less time in worrying about that which never occurs and spend more time in planning something to keep the children busy, it would promote the cause of education to a wonderful degree.

So many of the monster troubles which teachers see in the distance are frequently converted into pleasant surprises as they are approached. Necessary troubles, or burdens rather, are not those which break men and women down. The burdens of the schoolroom which are apt to crush teachers are those which they

have no call to bear. A little girl was looking at the picture of the fabled Atlas on the cover of her school geography. The apparent struggle of the man under the heavy weight of the huge globe on his shoulders excited her sympathy and she said to her father, "Why does that man not lay the thing down?" "Because," said the father, "that man, like a great many other people in the world, thinks that he has to carry the world on his shoulders." So with many teachers: they carry burdens which really do not exist, and that takes away all the delight of the schoolroom.

2. *The Interest Taken in Those Taught.*—The worth of every occupation and profession is largely estimated by the world as to its value in dollars and dimes. In the social world, position and mammon are the heavy weights; in the political world money gains more victories than patriotism. Not so in the teacher's world. But to win success in this profession it is necessary to give several dollars' worth of work for each dollar received. All honor to the calling which is beyond any money value! Compensation is not all in money. Money could not buy the friendships which are formed in the schoolroom—friendships which will last through all time. Although the worthy teacher leaves the neighborhood in which she has been faithful, yet her work and worth will live in that community for a century to come. Teachers do not always honor the profession which brings about such lasting friendships. Two young men who were passing along the street met one of the instructors in a county institute. They had been introduced to him in the hall, but as he passed them on the street he did not speak to them.

One of the teachers said, "He doesn't seem to know us." "Well," replied the other, "who are we but a couple of poorly paid school-teachers?" To give voice to such a sentiment was not honoring the profession.

Two young ladies went to the seashore, to a fashionable summer resort, and were much ashamed when it was found out that they were teachers. All honor to the young man and young woman who are proud of the teachers' profession and who work in it as if the fate of the world depended upon their efforts! "It is not the work that dignifies the person, but the person who dignifies the work." Louis Agassiz asked that but one word be placed on his tombstone, and that word was TEACHER. When the teacher grows discouraged in her work and feels that her profession is not so honorable as some other one, she ought once more to read the Grecian legend which tells how Jupiter called the people together on Mount Olympus to give a reward to the one who had accomplished the greatest good for mankind.

First came the *priest,* who interpreted the words of the Delphic Oracle. He told of the years he had stood at the shrine of Apollo and benefited the nations by giving divine direction to all great enterprises.

The second to claim the reward was the *physician,* who told of the suffering he had relieved, of the lives saved for the state and the wounded he had nursed back to life that they might again defend their land.

Jupiter turned to the next, a man of striking appearance, attired in the *legal toga.* This man pleaded that he had been the dispenser of justice; that the land had peace because of the laws he had made and executed for the good of the people.

The fourth to plead his own cause was the *historian,* who claimed that he brought out of the recesses of the past the story of nations; that he, like a great sheaf-binder, gathered from them truths and sent forth their story to inspire the youth of the land.

The *poet* came next. He offered the plea that his triumphal odes brought to the Grecian mind and heart the greatest pleasures; that his martial airs stirred the patriotism of the nation and made many a battlefield glorious in victory.

The last one to claim the reward was the *sculptor.* He argued that his models portrayed the grace of form and calmness found in the Hellenic people; that the warlike virtues were exalted in his statues; that the temples were adorned by his work, and that Apollo, Athena, and Jupiter were glorified by his representations of them.

Jupiter would have placed the reward in the hands of the sculptor and the olive wreath on his brow, but seeing an old man bent with age standing by, he said to him: "What is thy plea, O man of years?"

"I make no plea; I claim no reward. These who have pleaded so eloquently were all my pupils." Then Jupiter, rising from his throne, said to Athena, the goddess of Wisdom, "This is the man to whom the reward is due. *Crown the Teacher.*"

XV.

RELATION OF PARENT AND TEACHER

IF we were to travel over our great country and visit its hundreds of thousands of schools, we should find some doing excellent work, and we should find those which were getting along miserably. The purpose of this chapter is to discover the secret of the difference in the schools. It is so much more difficult to define a school as it is now conducted than as it was taught years ago. Times have changed. The old schoolmaster and the long winter terms are fast becoming a tradition. The teacher taught but few branches and those very imperfectly. At present the work is so much more complicated and the duties of the teacher so numerous that he does more work in a month than the old schoolmaster did in a whole term, and there is more power developed in the child in a term than was once developed in a lifetime.

Relation of Parent to the School.—Some people have an idea that a school is just a place in which to have children taken care of and beyond that they take but little interest in the school or its teacher. This, however, is a wrong conception. The parent's work is not finished when he clothes and feeds his children and keeps their bodies in a healthy condition; neither is it completed when he keeps them in school regularly. If parents wish their children to succeed and to have

the best schooling possible they must use every effort in their power to bring such conditions about.

There are opportunities in America for every child to receive an education. In this country there are no fixed conditions, but thought and action are as free as the mountain air. Ours is a land where a parent may plan his child's life, or where even the child may be the architect of his own future; a land where the possibilities of childhood are unlimited and are not smothered by an unchangeable destiny.

Yet with all the beautiful school-grounds, and palace-like buildings, well furnished and filled with the most modern apparatus, the real school can be found only where there are an intelligent teacher behind the desk and sympathetic parents in the homes. The child between these two agencies is the object of importance. He must not be looked upon as something to be stuffed full of facts as a doll is filled with sawdust. He is a being to be developed in body, mind, and soul, and the public school should be an institution where teacher and parent work together in perfect harmony to develop the child, and where the greatest liberty is exercised in training his highest faculties. But men in their mad rush of business sometimes depreciate the true value of the school, or the efforts of those instructing their children. Too frequently the parent does not know the teacher personally and makes no effort to become acquainted with the one who is having more influence upon his children than anyone else. People are sometimes too busy to take any part in their children's education. All the members of Esau's family are not dead. Some are found in every community who think only of money. The work of the best

teacher will count for little if not encouraged and sustained in the home, and in the case of a community that secures a teacher who takes no interest in the children beyond the schoolroom, it were better that he had never seen that community. The teacher's interest must follow the children home and there be supplemented by the parent's influence. Many a teacher has failed to handle a pupil successfully through ignorance of some of his qualities, which might easily have been learned from his parents. In too many places the relation existing between parents and teacher is one of armed neutrality. Teachers wonder what kind of people they can be who send such untrained children to school, and parents wonder what teachers are for if it is not to transform boys and girls who are hard to control at home into obedient, intelligent children. And this miracle is sometimes performed. If there is any decadence in American life, as it has been frequently charged, the loss arises from a lack of moral courage in the home, because the schools have increased their efficiency in a multitude of ways.

In Florence, one of the treasures of art admired by thousands of visitors is Michael Angelo's representation in marble of the young David. The shepherd boy stands with firm foothold, the stone grasped tightly in his hand, ready to be sped on its holy errand. When the statue was unveiled nearly four centuries ago it caused an unparalleled sensation among lovers of art. It is, indeed, a marvelous piece of sculpture, but the strangely winning thing in the story of the statue is that it was the marble's second chance. A sculptor began work on a noble piece of marble, but lacking skill,

he only hacked and marred the block. It was then abandoned as spoiled and worthless and cast aside. For years it lay in a back yard, soiled and blackened and half hidden among the rubbish. At last Michael Angelo saw it and at once perceived its possibilities. Under his skilled hand the stone assumed the fair and wondrous beauty which appears in the statue of David. In a like manner, when a boy has been spoiled by unskilled or unscrupulous hands, so that it seems as if all were lost, then the skilled teacher will take the marred, disfigured block, soiled from contact with the world's rubbish, and from it carve a marvel of beauty in character and person.

2. *Parents' Ideas of Teachers.*—Parents differ widely in their opinions as to what constitutes a good teacher. They remind one of the legend of the two knights who met on the highway where there was an overhanging shield. One asserted that the shield was gold, the other said that it was silver. The dispute ended in a fight. They fought a long time, but being equally matched, neither prevailed. At length both fell to the ground, exhausted; when a third knight appeared upon the scene and they appealed to him to decide which was right. Upon examining it he found *one side of the shield to be gold, the other silver.*

Some parents who are ignorant as to the value of discipline look upon the rod as the only scepter of power possessed by the teacher. "If my boy does anything wrong, I want you to whip him good," said an enthusiastic but misguided father once to a teacher. "I hope I shan't have to do that," said the teacher, and forever lost place in that father's estimation. Later

the boy gave the teacher considerable trouble and he went to the father, laid the whole matter before him and asked leave to deal with the boy as he thought best. The father, however, insisted on the use of the rod.

Punishments of some kind will be necessary as long as time lasts and school keeps, because the reins of discipline in some families in every community are thrown or tossed on to the necks of the children; they rule the household and sometimes wish to manage the schools.

There are children who are to be pitied because they do not know what home restraint means, and if it were not for our public schools, where discipline is enforced and self-control developed, the gallows and the electric chair would claim a score of victims where they now get one. It is necessary sometimes to punish children in school for things which they have never been taught are wrong, such as swearing and lying. Occasionally their behavior is only a reflection of the home life. Asked his age by a conductor on a train, a boy who was small for his years, replied innocently, "Eleven when I am on the train and thirteen when at home." The boy may not have originated the idea of having two ages. There are children who lie naturally and every one who has had the care of children has been confronted by the perplexing problem how to overcome the tendency. The child's lies may be the result of unbridled speech of the parent, however.

A little boy had been promised a buggy ride on a certain afternoon and the promise and date were duly registered in his brain. When the time came for the

drive he was told that mamma was too busy to go out that afternoon. An hour later, as he was playing in front of the house, his parents drove rapidly by in the buggy. He stopped playing, looked at them, then thrust his hands into his pockets and shouted, "There goes two of the biggest liars in town."

Parents must be what they wish their children to be. The child-mind is keen and penetrating and pierces a sham as a pin does a soap bubble.

Children must be punished in school for evading questions, or for exhibitions of temper, or for "talking back," or for protracted absence. Those guilty of the last offense are the children of inconsiderate parents who are always wishing their boys and girls to do something that breaks in on their school work. "Please excuse Lucy at two o'clock to-day. I wish to take her out driving," writes a mother who does not study the effect of half a day lost in school. "I did not send George to school yesterday," writes another, "as I understood you were only having oral reviews." These are some of the things the teacher meets. In the first instance the pupil must be excused on written request; in the second, the teacher does not know the reason of George's absence until it is too late to remonstrate.

3. *Classes of Parents.*—Someone has said that all parents may be divided into two classes, the reasonable and the unreasonable. The terms do not quite express a fact, but they convey a pretty adequate idea of the truth. The former class is much larger than the latter, but the latter makes all the trouble. Among the unreasonable we find parents who have an old moth-eaten idea that the teacher "must treat all chil-

dren alike." This idea years ago was proved as unsound as it was ancient. Teachers know that if such a doctrine were followed "it would be ruinous to children and destroy all power of instruction." It is not possible to treat all children alike in a family of several children, much less in the schoolroom, but all children may be given just treatment. "All children are not alike," and it would be wrong to treat them all alike. All soils do not produce alike. Some are good for wheat; some for rice; some for potatoes; some for corn; and some are good for nothing. The farmer who would try to make all soils produce alike would be a failure. The teacher has a great variety of natures with which to deal; some require no discipline; some are easily disciplined, and others need all the forms of discipline the teacher has for enforcement. A physician who gave the same kind of medicine to all patients would cure some and kill some. Rarely are two cases of the same disease treated alike, because no two systems are constituted exactly alike. The medicines must be adapted to the patients. I have read somewhere of a physician who had two cases of fever. One was that of a Dutchman, the other that of an Irishman. When the Dutchman began to recover, the doctor gave him ham and eggs to eat and he was soon well. Ham and eggs were prescribed for the Irishman when he began to recover, but the diet killed him. So the physician, in making notes of the results of his practice, wrote, "Ham and eggs cure a Dutchman of fever, but kill an Irishman."

4. *Parents' Lack of Interest.*—How greatly parents could assist in the making of a good school if

they would become interested to the extent of having their children spend at least a part of every evening in study! Some parents are so very indifferent about their children's education, which is really the best legacy they could give them. One of the evils of our great country is the habit of loafing. Hours of idleness are spent about stores, engine rooms, blacksmith shops—anywhere that is not too hot in summer nor too cold in the winter. I have envied men the time they seem to have over and above that which they can use. They seem to spend whole evenings just talking. I am told that great questions are settled in some little grocery stores—questions that the Supreme Court of the United States has struggled with for years. Loafers sometimes discuss theological questions and many of the disputants do not know the difference between *orthodox* and *burdocks*.

In no other way can parents assist the teacher in her work so much as by guarding their children during the hours out of school—seeing that they do not fall into the loafing habit; that they keep in proper company and that nothing seriously detracts from school work for five days in the week.

A young schoolgirl with a mind as pure as gold and as impressionable as the sensitive plate of a photographer's camera was taken by her bachelor uncle to a play which he knew nothing about. The girl sat breathless as she listened to the appeals of a lover to a married woman to elope with him. She thought it must be all right to hear such things or Uncle Jim would not have taken her there. Just then her Uncle Jim said, "I declare, had I known what kind of a play

this is I never would have brought you here." But the niece, all excited and with face flushed, said, "Oh, Uncle Jim, it's delightful; but don't tell mother what it is like!" These words declare a simple story—the girl's first desire to deceive her mother. Parents should not allow brothers home from college and bachelor uncles to buy tickets for their daughters and take them to plays that are of questionable character.

5. *Indifferent Parents.*—Parents who are indifferent about their children being in school regularly are the greatest obstruction to the work of the teacher. Some parents never show much interest in their children until one of them is punished, or some other child is promoted and not theirs, when they waken up; and many a child who sits in our public schools receives but little help or encouragement at home. Parents seem to say to the teacher, "We furnish the child; you do the rest." Occasionally one will find a parent who is surprised to learn that his child, who is unruly at home, gives no trouble in school.

When a girl behaved well the first month of school and then became impertinent and almost unmanageable, the teacher asked her friend and seatmate, "What has come over Anna that makes her act so?" The reply was, "Nothing; that's the way she acts at home." The weakness of the home discipline is too often a pathetic truth. It is often the artificial boy or girl that the teacher deals with in the schoolroom.

6. *Criticisms by Parents.*—Another annoyance to a teacher is the ready criticism of parents before the children. One man says, "I do not like the way that teacher gives instruction in arithmetic. I never was

taught that way." His boy keeps the saying in mind because his father uttered it and he rather enjoys the fact that a fault is found with the teacher. He goes to school with his father's words ringing in his ears, and during the recitation in arithmetic he is skeptical about the teacher's methods of solving problems. Had the parent been wise he might have known better and said, "The methods are different from those I used, but possibly better, for everything is an improvement over old methods of teaching." Then the child would have gone to school with the thought that his teacher was doing better work than that which was done in his father's schooldays. There are parents who do not wish their children to have any higher education than they themselves have had, and ask to have their children excused from studying branches which they did not have in their limited course of study. It is very hard to make a parent of that class understand the value of something which he does not know and does not care to know.

Again, a child does something that requires correction in school. He goes home and tells of the punishment, minifying his misconduct as much as it will bear. The parent, hearing but the one side of the story, thinks the teacher was wrong and unfortunately says so before the child. The child goes back to school in a rebellious state of mind, commits a more serious offense than before, and is severely punished. Then there is not only weeping in the schoolroom, but gnashing of teeth in the home. If there were many such instances the schools might as well close, but fortunately there are not, for the majority of parents are kindly dis-

posed toward law and order and toward the teacher and school.

The old-time home of our fathers recognized its share of responsibility in the education of the children. The home was rare indeed in which the will of the children gave direction to household affairs. Complaints against teachers were never entertained or allowed. When the boy misbehaved in school and was punished, he seldom mentioned it at home or thought of excusing himself because "other boys were just as bad and were not punished." If the father heard of it, his feeling was one of shame that his boy had disgraced him in school, and whether he heard of it on the same day or a month afterwards he reinforced the teacher with the proper moral support by administering to the young hopeful a liberal dose of the essence of Solomon's wisdom. People thought that when a man got sick the doctor was the only one to cure him; that if he fell from grace the minister was the one to restore him; that if his boy was whipped in school the action of the schoolmaster was justifiable.

7. *Friendship and Visitation.*—There should be a close, friendly relation existing between teacher and parents, and when there is not, something is wrong with teacher or parent, or both, and they should secure a divorce at once.

To the majority of parents, in too many communities, the teacher is an unknown person. In some places the teacher never is called upon by a parent who does not come to complain. No notice is taken of her work except when things go wrong. The good influence exerted by her is taken as a matter of course; she never

receives a word of praise for it; but let her make a mistake and the chorus of condemnation is loud and deep.

Parents should make themselves acquainted with the teacher by visiting the school early in the session; and if the parents do not visit the school, then the teacher should visit the home. The teacher who makes periodical visits into the homes of her pupils gains an advantage from two standpoints: First, she is the better acquainted with each individual and can assist him where assistance is most needed. She will also be the better able to form her judgments and more equitable in her discipline. Secondly, by becoming acquainted with the parents she will cultivate their friendship and increase her influence.

8. *Employment of Teachers.*—Boards of education which are made up of parents are expected to secure the best teachers possible for the amount of money the people are willing to pay. Too frequently people try to get cheap teaching. They are misled by false aims. The true aim is to get good teaching. The development of the public school system has reached so advanced a stage that the selection of teachers has come to need a far more searching inquiry than ever before.

Do you think the president of a railroad would say to those about him, "Here are a lot of men I have gathered up. They will engineer, brake and conduct the train. They do not know much about it, but they will learn by experience." But someone says, "The case is different; the lives of passengers would be in danger with men in charge of a train who had never

run one." Every teacher has charge of train after train of precious lives and if parents throw obstructions on the track over which the children must be taken there is danger of wreck and ruin.

This is an age of learning. Never before have we had such excellent schools; never before have teachers been so well prepared and trained for the work; never before has more money been appropriated to the cause of education; never before have people taken so much interest in matters concerning education as at present.

More and more will the work of the schools be along the line of moral as well as intellectual training, but the end in view cannot be accomplished until the home and school comes closer together. The child is the one to be benefited by a close relationship existing between teacher and parent. When Christ was asked, "Who is the greatest in the kingdom of heaven," he took a little child and set him in the midst of the disciples to illustrate his reply. He, himself, was never spoken of as a great carpenter, nor as a great lawyer, though he gave us the greatest law the world has ever known, but he is called the Great Teacher, and in this capacity he recognized that the child with all of its possibilities was superior to all methods of instruction.

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